



SCHOOL LIFE

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A GENERATION BOWED AT THE ALTAR OF MATERIALISM.

We Have Tended to Make Scholarship Subordinate to Pursuit of Money—The Nation Confronts an Educational Crisis—Demand for Facilities is Beyond Present Provision—Not a Condition for Misgiving—Small Colleges Should Be Encouraged and Maintained—Intimate Association With Instructors Impossible in Great Universities.

By WARREN G. HARDING, *President of the United States.*

[From an address at the College of William and Mary, Williamsburg, Va., Oct. 19, 1921.]

On occasions such as bring us here to-day, it has been well-nigh an immemorial practice to speak of the importance and value of education, and to urge upon the young that by properly equipping themselves in the realm of scholarship, they will become the inheritors of both the culture of the past and the chief responsibilities of present and future. It has seemed to me that, in view of conditions which surround education in our country to-day, we might vary that custom, and consider the responsibility of the community at large toward its scholars and scholarship.

Time was, and not so long ago, when a college education was looked upon as the privilege of him who should be so fortunate as to attain it; when it represented the assurance of place among the intellectual aristocracy, the satisfactions of culture, the gratification of refined tastes, and, presumably, a somewhat easier mode of life than might be expected by the less fortunate persons who had failed to attain it.

How greatly our attitude has changed, how different has become the status of him who has enjoyed the wider educational advantages, is suggested by the most casual consideration of the present position of education as a profession, and of the educated man in the community. A generation of intensified materialism has brought a change that is no less than startling. I was reminded of it recently in reading an address of the late Senator George F. Hoar on an occasion not unlike this which brings us here. To the commencement assemblage of one of the older colleges he spoke of the long-maintained domination of England by the aristocratic "county families." He pointed out that for centuries, generation after generation, their peculiar position had

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REGULAR COLLEGE CURRICULUM IN EVENING SESSIONS.

Every Degree in Every Course Offered by College of the City of New York May be Obtained by Evening Work—Instruction Equal in All Respects to That Given in Day Sessions—About Eight Years Required for Complete Course—More Than 11,000 Students Attend—Evening High School and Professional Courses Also Available.

By FREDERICK B. ROBINSON, *Dean of the School of Business and Civic Administration and Director of the Evening Session, College of the City of New York.*

Evening sessions were established by the College of the City of New York in 1909 to enable young men otherwise employed during the day to pursue college courses at night. The courses offered were those of the regular College of Liberal Arts and Science and led to the degrees of B. A. and B. S. The staff was selected from the regular residential staff of the college and work was conducted every evening of the week from 8 to 10. At first the trustees of the college limited the admission to 200 students and confined the work to the offerings of the freshman class, with very few additional electives. This limitation was made because the trustees, like other people at that time, regarded evening work of straight collegiate character as an experiment.

From the outset, full collegiate credit was given for work pursued at night. The students were required to meet full college entrance requirements, namely 15 units. The course given at night was a duplicate of the same course given by day, in hours of attendance, work covered, professors conducting the course, and examinations. Therefore, the same credit was given for the course toward a degree. We required for our degree at that time 128 credits for graduation. We now require 132. Regulations were made limiting the number of credits that a student could take in any one term, so that in general it was

expected that a student would cover in eight years of night work the 128 credits which are ordinarily covered by four years of day work. At that time the college was legally permitted to admit only men to its credit courses.

The number of students increased so that from an enrollment of 201 in September, 1909, there were 452 in September, 1911. It then became evident that an evening session of

OBSERVE AMERICAN EDUCATION WEEK!

The National Education Association, conjointly with the American Legion, have requested that the week of December 4-10 be designated as "American Education Week," and that it be so observed in all the States of the Union. The purpose of this week is to inform the public of the accomplishments and the needs of the public schools and to secure the cooperation and support of the public in meeting these needs.

I am heartily in favor of this and I want to urge all school superintendents and teachers to unite in the observance of this week.

At no time in American history has it been so necessary as now that the people be informed as to what the public schools have accomplished and are accomplishing for American education and what they now need to make them most effective. It is a task in which all American educators can join and I bespeak their hearty cooperation in making American Education Week a success.—*John J. Tigert, United States Commissioner of Education.*

the College of the City of New York should minister not only to students wishing to duplicate the liberal courses of the day session, but it should also meet special professional or vocational needs of the community. It was especially evident that the college maintained by the city should give technical training to technical workers of the city itself. At that time New York City had on its pay roll over 86,000 people. Some of these were engineers, some were clerks, some were bacteriologists—indeed almost every calling was included in the civil-service list. Many of these civil servants wished to take certain particular courses in the college curriculum but they did not meet college entrance requirements.

Special Instruction for City Employees.

In response to their demands, the college admitted them to regular courses in the curriculum as "government special" or nonmatriculated students. These specials grew in number so that in 1913 there were 255 of them, while there were 605 regular students. At this time the college organized some special courses to meet their needs, so that these students not only made selections from the general offerings, but also drew upon special courses which were mostly engineering in character.

In 1915 the director of the evening session was authorized by the trustees to organize a Division of Vocational Subjects and Civic Administration, which was to parallel the work of the College of Liberal Arts and Science. The charter of the college was amended so that the institution was authorized to give special vocational and professional subjects to any resident of the city of New York and also to nonresident students for fees or otherwise. Our charter requires us to give regular courses of the liberal college to matriculated male students free of charge. This has never been altered, but the new amendment permitted the college to admit women and also male students, not meeting full college entrance requirements, to special work, and to charge fees for courses outside the liberal curricula.

Institution Organized into "Schools."

The whole evening session, with both its liberal and special courses, so grew that in 1919 there were in the neighborhood of 5,000 students, and the trustees then organized the whole institution, both day and night, into the following schools: The College of Liberal Arts and Science, the School of Business and Civic Administration, and the School of Technology. It will be noted that the last two schools were developed wholly at night

and then later combined with day college offerings and made into large divisions of the institution as a whole. This year still another school was organized, namely, the School of Education. Every course leading to every degree in the institution in any and all of the schools is available in the evening session, and our evening session enrollment at present is between 6,000 and 7,000. At last commencement the evening session conferred 2 degrees of master of business administration, 1 degree of bachelor of business administration, 49 diplomas of graduate in accountancy, 10 certificates of junior accountancy, and 26 liberal degrees (B. A., B. S., B. S. S.).

Women Received on Equal Terms.

We also instruct women in the evening session, the trustees having acted upon the new charter provisions two years ago. The women are entitled to all the diplomas and degrees available to men, but we have made an agreement with Hunter College in the city of New York, which is the woman's college of the place, that degrees earned by women will be conferred by Hunter and not by the College of the City of New York. Of course this arrangement does not hold for the technical degrees.

We have the following center of instruction: The main buildings on Washington Heights, Borough of Manhattan, where about 2,500 students are instructed; the Commerce Building at Twenty-third Street and Lexington Avenue, Manhattan, given over chiefly to the school of business and at which about 3,000 students are instructed, the Municipal Building, opposite the City Hall, given over chiefly to the instruction of city employees, with about 700 students; the Brooklyn branch conducted in the Boys' High School building, in which there are about 800 students.

Teachers Attend in the Afternoon.

The School of Education grew out of extension courses for teachers. It draws for its curriculum upon the offerings of the College of Liberal Arts and other schools. Most of the teachers attend in the afternoon. There are about 4,500 in attendance. This might be regarded as part of the general group of courses known as "evening courses," since they are not the regular residence courses of the day session of the college. If these students be added to the other evening session students, it will be found that the college has about 11,500 in all.

Three years ago we reorganized the evening high schools of the city of New York so that they are entirely equivalent, for college entrance purposes, to the day high schools. It is now possible for a stu-

dent leaving elementary school to go to business by day and continue his formal education at night, going through high school and through college and through a professional school. All of this work is of the highest standard, both in scholarship and regular administration.

RURAL ASSOCIATIONS FOR YOUNG PEOPLE.

Young people's rural associations have been formed throughout the rural areas of Sweden under the general directorship of the Nation's foremost educators. The associations came into vogue in 1918. Their aim is to rouse and encourage interest in the vocation of the farmer, to help young people to the education and training that fits them for this calling, and especially to counteract the tendency to leave the farm.

The associations work toward these ends by—(1) leading the young people to a more thorough acquaintance with their own locality, its past records, and present opportunities; (2) providing chances for farm experiment among the young people; (3) furnishing recreation and such amusement and fun as young folks require; (4) helping to direct the activities of young people so that their energy will not be frittered away in useless endeavors.

The associations have no political complexion. Any person interested in rural life may become a member. Every boy and girl of proper conduct is eligible at the age of 13 or over. There is no fee except for supporting members.

The associations award prizes for rural activities adopted for competition such as plowing, soil preparation, gardening, cereal production, etc. Their organ is the "Journal for Country Youth." The associations enjoy a liberal State subvention.—P. H. Pearson.

SCHOOL CHILDREN ISSUE NEWS-PAPER.

Pupils of the Webb School, Washington, D. C., recently issued a two-page paper called *The News Teller*. It was a school project, worked out by the entire school, each grade contributing to its success. The copy on school activities, the typesetting, and printing were all done by the members of the school community, under the leadership of the principal, Miss Bell, who has had charge of the school since its organization 21 years ago.

To raise the standard of school dramatics in California, a dramatic league of 65 teachers has been formed.

SUMMER SCHOOL ENROLLMENT IN AMERICAN UNIVERSITIES, COLLEGES, AND NORMAL SCHOOLS.

By **RAYMOND WALTERS**, Dean of Swarthmore College.

"An Englishman in the United States envies the universal recognition of education as desirable." This is the declaration of Prof. Graham Wallas, of the London School of Economics, in his new book, "Our Social Heritage." Among other evidences of such recognition, Professor Wallas cites the large attendance at American universities.

To these evidences may well be added the enrollment figures of summer schools in American colleges and universities, figures which reveal the aspirations and the activities of the secondary school-teachers of the country, for it is they who constitute the overwhelming majority of summer-school students. There can hardly be a sounder token of the "recognition of education as desirable" or a more hopeful augury of better intellectual standards in American secondary schools of to-morrow.

Attendance Reaches Colossal Proportions.

The colossal proportions of summer-school attendance are shown in the statistics herewith, which represent replies from an inquiry as to 1921 and 1920 summer enrollment addressed to every university, college, normal college, and normal school in the United States. Table 1 presents the results compactly.

There were 410 institutions which reported having summer schools in 1921, with a total of 253,111 students; a gain of 62,105 students, or about 32 per cent over 1920.

In 241 Universities and Colleges.

Of these institutions 241 were universities and degree-granting colleges. Their 1921 summer enrollment was 143,154, as compared with 111,617 in 1920. The gain of 31,537 is 28 per cent.

Table 2 shows the 1921 and 1920 figures of 96 universities and colleges having the largest summer school enrollments. Columbia University is far in the lead numerically, with more students than the combined totals of the next two highest. The University of California (which had the largest enrollment of full-time regular students in the academic year of 1920-21) was fourth in summer school enrollment last summer.

Analysis discloses that the first 100 largest university and college summer schools have about 84 per cent of the

total enrollment of the 241 group; also that the 15 largest have 45 per cent of the total of the 100 largest group and 38 per cent of the entire group of 241.

The largest numerical gain of 1921 over 1920 was that of Columbia University Summer School, which increased by 2,029 students, or 20 per cent. The greatest percentage increase, nearly 100 per cent, was made by Iowa State College, which had 1,019 more students than a year ago.

Comparison with Five Years Ago.

During the war years, 1917 and 1918, there was a pronounced drop in summer-school enrollment throughout the country, as there was in regular university and college registration. There is interest in making a comparison with the prewar year; the summer of 1916. *School and Society* figures are available for 20 large institutions in that year. The summer-school totals for these 20 universities and colleges five years ago were 37,832, as compared with 56,735 for the same institutions in 1921. The difference of 18,903 students is practically 50 per cent.

Normal Colleges and Schools.

There were 47 institutions termed normal colleges and 122 defined as normal schools in the list of institutions reporting. The 20 largest normal colleges are listed in Table 3. The total of the 47 normal colleges shows an increase of 11,860, or about 30 per cent, in last summer's enrollment as compared with that of 1920.

The gain in a year of the 122 normal schools reporting was 18,708, or about 47 per cent.

TABLE 1.—Summer school enrollment in American universities, colleges, and normal schools.

Group.	Year.	Students.	Increase.
			P. ct.
410 institutions.....	1921	253,111	32
	1920	191,006	
241 universities and colleges..	1921	143,154	28
	1920	111,617	
100 large universities.....	1921	120,177	26
	1920	95,295	
20 universities.....	1921	56,735	50
	1916	37,832	
47 normal colleges.....	1921	51,144	30
	1920	39,284	
122 normal schools.....	1921	58,813	47
	1920	40,105	

TABLE 2.—First 100 universities and colleges in order of enrollment.

	1921	1920
1. Columbia University.....	11,800	9,780
2. University of Chicago.....	6,000	5,012
3. University of Wisconsin.....	4,547	3,578
4. University of California.....	4,420	4,000
5. College of City of New York.....	3,300	2,780
6. University of Colorado.....	3,264	2,181
7. University of Michigan.....	2,815	2,184
8. Cornell University.....	2,739	2,124
9. University of Minnesota.....	2,687	2,025
10. University of Texas.....	2,584	1,655
11. Iowa State College.....	2,107	1,088
12. New York University.....	2,076	1,755
13. Ohio University.....	2,043	2,163
14. Harvard University.....	2,022	1,729
15. University of Illinois.....	1,956	1,381
16. University of Washington.....	1,929	1,664
17. Pennsylvania State College.....	1,905	1,346
18. University of Pennsylvania.....	1,758	935
19. State University of Iowa.....	1,750	1,420
20. Indiana University.....	1,670	1,479
21. University of Oklahoma.....	1,660	1,306
22. Massachusetts Institute of Technology.....	1,590	1,401
23. University of Nebraska.....	1,580	1,096
24. Ohio State University.....	1,543	1,434
25. A. and M. College of Texas.....	1,500	1,977
26. University of Pittsburgh.....	1,392	824
27. University of Utah.....	1,330	1,280
28. George Washington University.....	1,318	1,053
29. University of Kansas.....	1,276	924
30. Valparaiso University.....	1,257	1,873
31. University of Missouri.....	1,138	834
32. Leland Stanford University.....	1,134	685
33. University of Georgia.....	1,127	1,066
34. University of North Carolina.....	1,090	1,134
35. West Virginia University.....	1,049	651
36. Oregon State Agricultural College.....	1,023	489
37. Temple University.....	1,000	373
38. University of Southern California.....	998	828
39. Johns Hopkins University.....	949	442
40. University of Cincinnati.....	934	748
41. North Carolina State College for Women.....	903	671
42. University of Tennessee.....	895	.....
43. A. and M. College of Oklahoma.....	841	660
44. Louisiana State University.....	819	585
45. Kansas State Agricultural College.....	817	604
46. De Pauw University.....	790	550
47. University of Florida.....	789	728
48. Miami University.....	763	734
49. Fordham University.....	750	400
50. Baylor University.....	718	640
51. Syracuse University.....	715	610
52. Boston University.....	673	558
53. Hunter College.....	650	558
54. Rutgers College.....	625	559
55. University of Notre Dame.....	621	461
56. Colorado Agricultural College.....	602	375
57. Hobart College.....	600	450
58. Muskingum College.....	598	361
59. College of William and Mary.....	595	292
60. Drake University.....	583	563
61. Loyola University (La.).....	581	575
62. Creighton University.....	581	571
63. Marshall College.....	570	374
64. Loyola University (Ill.).....	560	840
65. University of Denver.....	560	418
66. University of Arkansas.....	555	508
67. University of Vermont.....	552	442
68. Florida State College for Women.....	539	423
69. Northwestern University.....	538	412
70. Baylor Female College.....	534	405
71. University of Porto Rico.....	525	800
72. University of Montana.....	518	379
73. University of Kentucky.....	511	316
74. Mississippi College for Women.....	509	237
75. Canisius College.....	495	483
76. Union University.....	490	332
77. Phillips University.....	482	437
78. Wittenburg College.....	480	441
79. Utah Agricultural College.....	474	332
80. Shaw University.....	470	260
81. University of Wyoming.....	467	352
82. Carnegie Institute of Technology.....	450	511
83. Duquesne University.....	443	230
84. Catholic Sisters College.....	415	375
85. Catholic University.....	400	350
86. Howard Payne College.....	400	296
87. Cumberland University.....	394	.....
88. Ohio Northern University.....	390	343
89. University of North Dakota.....	381	246
90. Michigan Agricultural College.....	380	274
91. University of Maryland.....	380	208
92. Middlebury College.....	379	229
93. Our Lady of the Lake.....	375	.....
94. University of Omaha.....	350	250
95. Dakota Wesleyan University.....	344	213
96. St. Xavier College.....	334	373
97. University of Rochester.....	326	.....
98. Howard College (Alabama).....	325	184
99. Georgia School of Technology.....	322	273
100. Nebraska Wesleyan University.....	315	201

(Continued on page 52.)

UNIVERSITY OF ARKANSAS—NEEDS MONEY.

Good Work is Done Notwithstanding Disadvantages—Report of Survey Under Direction of Commissioner of Education.

Proper financial provision as the first step for the improvement of higher education in Arkansas is recommended by the commission which has made a survey of the University of Arkansas under the direction of the United States Commissioner of Education. This survey was undertaken at the request of the State legislature. Thorough overhauling of the entire taxation system of the State is necessary before the State's educational system can receive the necessary funds, the report goes on to say. A severance tax on natural resources, such as that levied in Louisiana, would give the people of the State the benefit of its wealth in timber, oil, minerals, and coal, without any increase in the general property tax, according to the survey.

The four district agricultural schools, the normal school, and the university should cooperate, with the idea of avoiding duplication of work and of agreeing on budgets. With regard to the university buildings, the commission believe that the present buildings should be regarded only as a temporary makeshift until adequate buildings can be erected and that a progressive program of financial support should be adopted so that the necessary buildings can be constructed as early as possible.

Should Meet Association's Requirements.

The reputation of the University of Arkansas for doing good work has spread among the graduate schools of the country and recent graduates are accorded full, or practically full, standing at those institutions; but because conditioned students and graduates of unaccredited high schools are admitted to regular standing in the freshman year, the university does not meet the requirements of the Southern Association of Colleges and Secondary Schools, in whose territory it is included. For the sake of its reputation in the educational world, the university should seek to meet the requirements of this association. Revision of courses of study is suggested with a view to eliminating those which enroll very few students. Courses in preparation for citizenship are needed.

The college of agriculture needs a modern building and adequate equipment, but first it needs several times the

present number of students. The fact that in the 11 years from 1910 to 1920 only 48 students were graduated from this division shows that an agricultural awakening is necessary. Of the agricultural workers in the State, few come from the University of Arkansas. Only 11 of the 43 teachers of vocational agriculture in the secondary schools of the State come from the university, and only 5 of the 47 white county agents. The rest come from institutions outside the State.

More Experimental Farms Desirable.

The one bright spot in the equipment of the college is its experimental farms. More experimental farms and the establishment of short courses would make the work of the college of far greater value to the people of the State. Greater appropriations for the experiment station already existing are necessary.

Engineering needs of Arkansas should be given special attention in the college of engineering. A proper plan of development for the realization of a high-class college of engineering, including the study of these special needs of the State, with a 4-year course in agricultural engineering, would provide for 500 students and would require about \$300,000 to be appropriated in the coming 10 years. Short courses in engineering given at various points throughout the State would be of great benefit to persons engaged in the mechanical trades and industries.

The college of education should cease attempting to be both normal school and college, according to the commission, and should abandon the two and three year courses for elementary teachers, devoting its attention to the preparation of teachers of science, vocational agriculture, trades and industries, and home economics, and to the professional preparation of high-school teachers.

Should Not Attempt Full Medical Course.

The first two years of the medical course need to be placed on a strong footing before the development of the last two years is attempted. Setting up the full course should be postponed until adequate faculty, buildings, equipment, and clinical facilities have been secured.

Besides being unfortunate in health conditions the present location of the agricultural, mechanical, and normal school for colored persons is lacking in facilities for the teaching of agriculture, which the commission believes will be for some years the most important type of instruction for the colored race. It would be unwise to erect new buildings on the present site.

The material wealth of Arkansas, the intelligence of its people, and the solution of her social problems, and the degree to which her citizens are refined and cultured, all depend upon the extent to which the State is willing to invest in education, including higher education, concludes the survey. The commission considers that the university has been fulfilling these functions remarkably well, considering the meager financial support it has had in the past.

During the past 10 years, in the face of many difficulties, a home economics department has been created, extension in agriculture and home economics as well as in other fields organized; standards of university work raised to those demanded by the great graduate schools of the country; a large and growing summer school built up; and better organization within the university effected. With the expansion of the industrial activities of the State, its wealth is expected to increase and at the same time its ability to invest greater funds in higher education.

TO TRAIN TEACHERS OF THE BLIND.

Education of the blind is the subject of a course in the graduate school of education, Harvard University, conducted in cooperation with the division of the blind of the Massachusetts Department of Education and the Perkins Institution for the Blind. The course is designed to give a comprehensive survey of work with the blind and the semisighted in a short time. It will emphasize the problems which arise in teaching the blind.

SUMMER SCHOOL ENROLLMENT.

(Continued from page 51.)

TABLE 3.—Twenty normal colleges.

	1921	1920
1. Kent (Ohio) State Normal College.	3,020	2,601
2. Illinois State Normal University.	2,915	2,517
3. North Texas State Normal College.	2,736	2,090
4. Iowa State Teachers College.	2,721	2,281
5. Kansas State Manual Training Normal College.	2,504	1,830
6. Michigan State Normal College.	2,347	1,705
7. George Peabody College for Teachers.	2,069	1,602
8. Southwest Texas State Normal.	1,930	1,217
9. Central State (Okla.) Teachers College.	1,908	1,861
10. State Normal College (Ohio).	1,574	1,870
11. Harris Teachers College (Mo.).	1,500	1,111
12. Central Missouri State Teachers College.	1,497	1,198
13. Southeastern State Teachers College (Okla.).	1,442	1,027
14. New Mexico Normal University.	1,431	1,037
15. West Texas State Normal College.	1,336	912
16. State Teachers College (Mo.).	1,303	1,166
17. Detroit Teachers College.	1,205	505
18. Southeast Missouri Teachers College.	1,120	848
19. State Normal College, University of Montana.	1,114	461
20. Southern Illinois State Normal University.	1,076	625

GOVERNMENT VOCATIONAL UNIVERSITY FOR VETERANS.

Proposal to Develop a Great Industrial School at Camp Sherman to Replace Contract Training—Professional Education Not Included in Plan—Community Life and Welfare Work to Be Emphasized.

By CHARLES R. FORBES, *Director, United States Veterans' Bureau.*

[Special report to the President on vocational training of the veterans of the World War.]

Based upon a personal investigation and after consultation with experts in vocational rehabilitation, I am fully convinced that the procedure and methods pursued by the Government in its vocational rehabilitation work are not basically sound.

Present Training Not Effective.

Disabled soldiers and sailors are not being trained for pursuits that will fit them for a life of usefulness—they will be returned to their respective communities but little assisted by the Government. I have taken occasion to look into the character of training offered and the type of schools offering such training. I have noted the number of courses offered by correspondence schools for subjects which only active and daily contact with the student can produce satisfactory results. I have noted with grave apprehension the subjects selected which, if studied with the utmost diligence, would not return the soldier to the community as an asset and as a self-supporting citizen. I have discovered that thousands of persons are taking training for which the Government has no record as to the time devoted to their studies and work, nor as to the results accomplished by such training.

I have further noted with concern that great numbers of trainees change their course of study during short intervals. No definite and well-defined course of study is mapped out for them; more often changes are made because of the unsatisfactory type of training received.

The practical results of vocational training thus far have been most discouraging. We shall soon witness the third anniversary of the signing of the armistice; thousands have taken vocational training, yet only 5,000 out of the total have been rehabilitated to become useful citizens.

Closer Supervision Is Required.

Vocational training, to my mind, must be closely supervised. The Government should know of the attendance or non-attendance of a given trainee, should know of the progress or failure of such student in his chosen work, should have

an active and sympathetic contact with the soldier, to the end that he will be closely followed through his course of training and assisted to some form of gainful occupation—an occupation for which he has been trained by a grateful Government.

Government Vocational University the Remedy.

The cure for the misdirected effort on the part of disabled soldiers taking vocational training, the system to insure that a person taking the training will be rehabilitated and become an asset to the country, to insure the constant and personal contact necessary to produce the best results can be accomplished by the establishment of a Government vocational university.

The Government by establishing such a center for training could exercise a beneficial control over the trainees' physical and moral welfare. Many disabled persons now taking training need studied and beneficial attention to their physical well being. Calisthenics and other forms of light exercise could be given these disabled persons to build up their bodies and make them strong again. Their moral welfare could be looked after, chaplains could be assigned, and sites could be selected where community life and environment would be conducive to high ideals.

Camp Sherman Meets All the Requirements.

It is urgently requested that Camp Sherman be made available for the purpose of establishing such a Government training center. I believe that Camp Sherman meets all the requirements for the seat of such an institution. More than 2,000 acres of land are available for agriculture, horticulture, and poultry raising. Splendid buildings are ready which may be used as trade shops. There is a modern and up-to-date laundry, cold-storage plant, ice plant, machine shop, hospital equipment, transportation animals, vehicles, tools, hardware, lumber, fire-fighting apparatus, paved highways, sewerage, splendid water system, steam and electrical railway transportation through the reservation, perma-

nent buildings, and numerous other advantages.

Trades, Not Professions, Contemplated.

I should plan to teach carpentry, brick-laying, plumbing and heating, sheet metal work, concrete work, painting, gas fitting, electrical work, automobile mechanics, engraving, printing, bookbinding, and other vocational work as might be decided upon from time to time. It is not the intention to teach the professions of medicine, law, dentistry, etc., nor is it contemplated to take trainees from accredited universities where their work has been started.

I would plan to build up a community life around the Government vocational center that would foster the highest type of Americanism. The environments would be wholesome. The lodging and boarding facilities would be the best that the Government could offer and would be provided at a cost less than trainees are now paying to private concerns.

Training May Begin in Three Months.

If my recommendation for the transfer of Camp Sherman to the Veterans' Bureau is approved I shall immediately appoint a superintendent and the necessary staff to put the reservation in readiness to receive the first detachment of trainees. Within 90 days after the property is turned over to the Veterans' Bureau I shall be prepared to receive the first trainees. The first type of trainees will be that of workers, who will begin the wrecking of the buildings that are not necessary, taking the material from them for the construction of permanent bungalows. At the same time the housing development is going on the present buildings can be put in readiness for teaching shop work. This would require very little expenditure, the principal sums being necessary for installation of windows and of machinery. All the machinery proper is available at Camp Sherman and other camps throughout the country.

PRIZE FOR TEXTBOOK ON MORALITY.

The German "Monist Association" has organized a competition by offering a prize of 10,000 marks for a textbook in nonsectarian moral instruction based on scientific principles. The book is intended to assist the teacher to give moral instruction to young people without the aid of formal religion.

The Monist Association was founded in 1906 by the famous scientist Haeckel. It works for unified philosophy of life based on science. At present it is under the leadership of Dr. Ostwald.

GOVERNOR GIVES EDUCATION FIRST PLACE.

Legislation Procured for Council of Education, Higher Standards, Increased Salaries, Americanization, Elimination of Illiteracy.

By WILLIAM C. SPROUL, Governor of Pennsylvania.

Believing with James Russell Lowell that "It was in making education not only common to all, but in some sense compulsory on all, that the destiny of the free Republic of America was practically settled," we gave education first consideration in our message to the joint session of the General Assembly on January 18, 1921.

Council Supersedes Board of Education.

Among the important recommendations was the creation of the State council of education which should supersede the present State board of education and the college and university council; the elimination of the several thousand unqualified teachers from the public school system; a more complete use of the State normal schools with adequate support therefor; an extension of the school term and the strengthening of compulsory attendance laws, particularly with a view of equalizing educational opportunity in fourth class districts; increased State aid for public education.

The answer of the legislature to these recommendations was full and complete. A State council of education was established consisting of nine members who are intended to be men and women of large business and professional attainments. The superintendents of public instruction is the executive officer and president of this council. This action will coordinate the educational interests of the State and give effective leadership to education throughout the Commonwealth.

Adequate Salaries Will Eliminate Incompetence.

The elimination of unqualified teachers is to be accomplished by the payment of adequate salaries and the requirement of suitable academic and professional training. After September 1, 1927, no person may be employed in any school in the Commonwealth who does not show graduation from an approved college or university, or a State normal school or who does not furnish evidence of equivalent education. The law further pro-

vides for gradual increases in compensation as teachers become more proficient.

Increased Revenues and Enlarged Powers.

Various measures have been approved relating to the finances of public schools, providing for increased revenues for school districts and increased revenues for education generally, as well as enlarging the powers of local school boards.

While Americanization and the abolition of illiteracy has been given great prominence in recent years, the need therefor has been constantly increasing during the last half century, and such work should become an integral part of the educational program of the Commonwealth. Years ago Robert C. Winthrop said:

"Slavery is but half abolished, emancipation is but half completed, while millions of freemen with votes in their hands are left without education. Justice to them, the welfare of the States in which they live, the safety of the whole Republic, the dignity of the elective franchise, all alike demand that the still remaining bonds of ignorance shall be unclosed and broken, and the minds as well as the bodies of the emancipated go free."

For Elimination of Adult Illiteracy.

This statement was never more true than now. Concerning illiterates of this State, we said in our last message to the legislature:

"They will not be able to make their greatest contribution to American life or realize its complete advantages until they have acquired the ability to transact their own private affairs and to make known their desires and needs in English—the common language of the country. I recommend, therefore, that an effective state-wide program for the elimination of adult illiteracy be inaugurated without delay by establishing a bureau for that purpose in the department of public instruction."

Americanization Bureau Established.

We are glad to say that this recommendation has been carried out in the letter and spirit and that not only is the Americanization bureau established in the department of public instruction, but funds have been provided for its effective operation.

The executive of a great Commonwealth has no more important obligation resting upon him than to further in every possible way its educational interests.—*Public School News, Harrisburg, Pa.*

PUPILS MAKE AND ENFORCE "LAWS."

Municipal Government Organized in Brooklyn School—Health Department Requires Children to Brush Teeth and Keep Clean.

Pupils make the laws and enforce them in Public School 37, Brooklyn, where each class from the fourth grade to the sixth is organized as a municipal government. The machinery of city government is followed by the young citizens, and each class has its mayor, city council, city judge, health department, and street-cleaning department. The council meets in school hours and passes its ordinances. The teacher is present at the meetings, but she enters into the discussion only at the request of the council members. The signature of the teacher is necessary, however, to make a law valid. Enforcement is in the hands of the pupils, and the city judge holds court once a week. Public opinion usually helps to enforce the laws without exacting penalties, but sometimes a transgressor must stay after school. A first offense may be condoned, but a succession of charges or a serious offense may result in loss of citizenship.

Some classes write health rules into their laws, and many a pupil who used to brush his teeth only when his mother reminded and urged him now does it regularly in obedience to class law. The health department takes care of such matters, and inspects each pupil daily to see that every citizen comes to school with clean hands, face, blouse, and handkerchief, and neat appearance in general. Inspection of textbooks to see that they are well cared for and covered is also made by the health department.

The street-cleaning department is responsible for keeping papers off the floor. When the class goes home in the afternoon, the health department sees that no scraps are left in the desks and that all seats are turned up, instead of leaving this work to the janitor. This is done throughout the school, so that the work of cleaning the building is considerably lessened. Entrances, halls, and stairways are looked after by one city each month.

Subprimary work has been inaugurated in Cheshire, Conn. Each year more than 80 children enter the first grade, and of this number from 20 to 30 are usually found to be immature. Selected kindergarten subjects, together with some first-grade work, make up the course of study.

CAMPAIGN FOR THE CONSERVATION OF CHILDREN'S LIVES.

Valuable Prizes Offered for Essays and for Lessons on Safety—Teachers and Pupils Eligible.

By STEPHEN JAMES.

National safety contests for grammar-school pupils and for grammar-school teachers have been announced by the Highway and Highway Transport Education Committee, and the announcement has met with an enthusiastic response.

State, city, and county superintendents of schools have replied with letters of encouragement and commendation, and many of them have made suggestions for special safety campaigns.

In addition, mother's clubs, civic clubs, and kindred organizations have requested permission to assist in the "conservation of children's lives" campaign. The phrase "conservation of children's lives" is not a misnomer. The North American Review is authority for the statement that 91,000 persons were killed on the public streets and roads of the United States during the 19 months the United States was at war, a period during which only about 48,000 men were killed in battle or died of wounds. Of the 91,000 persons killed, chiefly by motor vehicles, 25,000 were school children.

Inculcation of Principles Prevents Accident.

Those sponsoring the contests believe that no pupil who carefully studies traffic rules and principles will be the victim of a motor accident, so firmly will the training be impressed upon the youthful mind.

Members of the Highway and Highway Transport Education Committee attach particular importance to the contest among grammar-school teachers who are invited to submit lessons teaching children safe behavior on the highways. Out of these lessons it is hoped may come certain constructive suggestions that may be utilized later in the classrooms of the country in teaching children how to conduct themselves in the mazes of traffic in metropolitan cities and on the public highways. The best of these lessons will be made available to teachers.

All Grammar-School Pupils Eligible.

Rules of the contest are simple. Any pupil of grammar-school grade who is 14 years old or under may compete.

Each essay shall be about 500 words in length, and shall be on the subject "How I Can Make the Highways More Safe." Drawings, photographs, or pictures clipped from newspapers or magazines may be used as illustrations. Finally, all manuscripts must be in the hands of the school principal on or before December 10, 1921.

Lessons May Take Any Practical Form.

In the teachers' contest the rules are similar. Any grammar-school teacher in the United States or territorial possessions may compete. The lessons may take the form of a lecture, recitation, game, or drama, and may be used as an integral part of any classroom lesson. Contributions must be in the hands of the principal or superintendent by December 10, 1921.

It is not desired that the prizes offered be stressed. The prizes are given, not for their intrinsic value, but as an incentive to pupils and teachers to participate. Three national prizes and 450 State prizes will be given pupils, and only the prize winners in the States will be eligible for the national prizes. The first prize in each State will be a gold medal and \$15 in cash, and the first national prize will be a gold watch and a trip to Washington.

For the teachers only three national prizes are offered, the first being \$500 in cash and a trip to Washington with all the attendant expenses.

Local Committees Make First Selections.

After the essays and lessons have been submitted, the best from each county and city will be chosen and sent to the respective State committees, usually in care of the State superintendent of schools. The State committees will choose the best essays and best lessons and forward them to the Highway Transport Committee, which will arrange for competent persons to make the National awards. The State committees will make the award of the State honors. Children's prizes for the various States are prorated on a basis of elementary school enrollment.

An inquiry to the committee will bring an immediate response with complete details.

The committee consists of Thomas H. MacDonald, chief of the Bureau of Public Roads; Col. F. C. Boggs, who represents the War Department; Roy D. Chapin, who represents the National Automobile Chamber of Commerce; Dean F. L. Bishop, of the University of Pittsburgh, who represents the Society for the Promotion of Engineering Education; Harvey S. Firestone, representing the Rubber Association of America; and W. S. Keller, the representative of the American Association of State Highway Officials. Dr. John J. Tigert, Commissioner of Education, is chairman, and Prof. C. J. Tilden, who occupies the chair of Applied Engineering Mechanics, Yale University, is director.

The chief function of the committee is the preparation and dissemination of authentic data and information on highways and highway transport for use in colleges and universities.

LOANS TO NORMAL-SCHOOL STUDENTS.

The Board of Education of the Province of New Brunswick, beginning September, 1921, will loan money to students who possess the necessary academic standing for admission and require financial assistance to enable them to complete the normal-school courses.

The maximum amount loaned to any student will be \$400, which will be advanced at the rate of \$50 per month during eight months, beginning September 15 in each year.

The loan will be repayable over three years (half-yearly) with interest, the first payment to be made six months after graduation.

A condition will be imposed upon those who take advantage of the loan, that they agree to teach in New Brunswick for three years and until the loan is repaid.—G. C. Woodward, American Consul, Campbellton, N. B.

Pupils who are mentally normal but have fallen behind their regular grades for various reasons are assigned to a special room in one of the Denver elementary schools. Such a pupil remains in the special room for half of the school day, and the special teacher gives him individual attention in the subjects that he finds most difficult. The easier subjects of the grade he takes with the regular class. Each pupil is allowed to do as much work as he can, to help him advance through the grades.

SCHOOL LIFE

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Editor, JAMES C. BOYKIN.
Assistant, SARA L. DORAN.

TERMS.—Subscription, 30 cents per year, in advance. Foreign (not including Canada, Mexico, Cuba), 55 cents. Copies are mailed regularly, without cost, to presidents of universities and colleges, State, city, and county superintendents, principals of normal schools and of high schools, and a few other administrative school officers.

Remittance should be made to the Superintendent of Documents, Government Printing Office, Washington, D. C., and should be by cash or money order. Stamps are not accepted.

NOVEMBER, 1921.

AN AMERICAN SHRINE AT BELLEAU WOOD.

Every real American is proud of Belleau Wood, where the American dough-boy and the marines turned back the great German drive in the summer of 1918. A proposal has been made to erect an all-American shrine in honor of 2,000 heroic lads who fell at Belleau and in the Chateau Thierry drive. This movement has been approved by President Harding, Vice President Coolidge, Secretary Weeks, and others. Marshal Foch is the honorary chairman for France.

There is nothing in Europe with all of its wonderful monuments erected to human sacrifice and heroism which stirs me more than the monument to the great Marquis Lafayette erected by the American school children, standing in front of the Louvre. It has occurred to me that it would be an eminently fitting thing if every American school child might be given the opportunity on Armistice Day, November 11, which marks the opening of the International Conference for Limitation of Armaments, to put one penny into this great memorial to be erected at Belleau. I do not think that anyone ought to be asked to give even a penny who does not care to do so, but I do feel that practically all of our children will be glad to have a part in this enterprise.

The monument is to cost \$300,000 and will be erected at the point where the Americans first met the Germans. The subscriptions will pass through the hands of Government officials and they will be carefully audited. All expense in organizing and raising the fund will be borne by private individuals. Here is, I believe, a splendid opportunity for us to participate in a legitimate national project. Remittances should be made to the Belleau Wood Memorial Association, 220 Mills Building, Washington, D. C.—*Jno. J. Tigert.*

ROTARIANS STIMULATE HIGH SCHOOL ATTENDANCE.

Rotary Clubs are helping to interest children and their parents in high school. In Harrisburg, Pa., a committee investigates every case where a boy graduates from the junior high school and fails to enroll at the high school. Members of this committee interview the parents as well as the boy to find out the cause of his leaving school. If the boy really wishes to continue school, but leaves to help support the family, the Rotarians do everything they can to place the boy in a position at which he can work after school and on Saturdays. Some parents want their boy to go to work at an early age as they did. The committee tries to show such parents the money value of an education.

In McAllen, Tex., the Rotary Club "adopts" the last grade in the elementary school and makes a personal survey to find each pupil's intention as to entering high school. When a child has not yet decided, the club makes an effort to interest him in continuing his education. The whole class, one by one, is the guest of some Rotarian every week at luncheon. The graduating class and the business men give a joint program. Once each week a different club member gives a vocational talk, in which the speaker describes his own vocation, pointing out its advantages and disadvantages, its compensation in money and in other returns, and other facts which will enable the boys to decide whether to enter that vocation or not.

CLEVELAND REVIVAL OF CLASSICAL STUDY.

Preparation for the classical course in college will be emphasized by a new "classical high school" of Cleveland. One of the present academic high schools will be converted to this special end. It is possible that the new school will bring the study of Greek back into the curriculum, from which it was dropped a number of years ago. According to Charles H. Lake, assistant superintendent in charge of senior high schools, the number of pupils desiring classical training, although a minority, is large enough to justify the setting up of a strictly classical course in one high school.

INTERNATIONAL EXCHANGE OF ART WORK.

Japanese children have sent to Cleveland schools an exhibition of the art work done in the schools of Tokio and Yokohama, and the Cleveland schools in acknowledgment of this have sent an

exhibition of the art work of Cleveland boys and girls. More Cleveland boys are electing art courses than ever before. Where formerly one boy chose work in the art classes, five or six now take these courses. In one school an entire class of boys elected art in the ninth grade.

THREE YEARS WITHOUT SCHOOL EXAMINATIONS.

No examinations will be held in the schools of Geneva, Switzerland, during the coming three years. This conclusion was reached by the authorities of the city through the influence of the Journal de Geneve, and the pupils are highly gratified. The feeling of relief has already had a happy effect on the minds and bodies of the children, according to the Schweitzer Lehrerzeitung. If the experiment proves successful examinations will be permanently abolished.

TEACHING SAFETY ON THE HIGHWAYS.

The loss of life of school children on our highways has reached such proportions that it now competes with fire as our great national danger. This tragic development which has followed the almost universal use of the motor vehicle for business and for pleasure lays a responsibility on teachers as well as pupils for the protection of life.

Thousands of school children are injured or killed every year because of carelessness or lack of knowledge of the rules of the road. The work of educators in cities like Detroit, Cleveland, and St. Louis shows that accidents and death may be reduced fully one-half by teaching the children how to protect themselves. Various methods may be used to fix on the child's mind his responsibility for his own movements on the street and at the crossings.

It therefore behooves our teachers and parents to give more attention to the training of boys and girls on how to conduct themselves on the highways. The recently announced contests under the direction of the Highway and Highway Transport Education Committee will serve as an incentive to greater effort on the part of teachers and pupils in combating this new danger, and it is to be hoped that by these means the lives of many of our children will be saved who otherwise might be maimed and killed.

The Bureau of Education also heartily approves of the observance of "Safety Week" with special reference to safety on the highways, as has been planned by the several States.—*Jno. J. Tigert, United States Commissioner of Education.*

SUMMER NORMAL SCHOOLS OF LOUISIANA.

More Than 7,500 Students—Attendance Adds a Year to Life of Teacher's Certificate.

By JOHN R. CONNIEFF, *Chairman State Examining Committee.*

Summer normal schools for white persons, teachers, and prospective teachers were conducted during the summer of 1921 in nine of the institutions of learning of Louisiana with an enrollment of 5,502 students, distributed as follows:

Tulane University of Louisiana, New Orleans	1,357
Louisiana State Normal College, Natchitoches	1,120
Louisiana State University A. & M. College, Baton Rouge	762
Louisiana Polytechnic Institute, Ruston	680
Southwestern Louisiana Industrial Institute, Lafayette	663
Loyola University, New Orleans	568
Florida Parishes Summer Normal School Franklinton	190
Louisiana College, Pineville	97
Centenary College, Shreveport	65

There were also 28 summer normal schools for Negro students, teachers, and prospective teachers, scattered over the State. These Negro summer normal schools were taught by Negro teachers for a session of eight weeks and had an enrollment of 2,090 students.

Certificates of summer-school credit are issued to all summer-school students who pursue successfully the courses offered by the various summer schools. These summer-school credits have the value of 5 per cent in an examination for teachers' certificates or may be used to extend a teacher's certificate for one year.

Certificates Renewable on Summer Work.

Under the regulations of the State board of education high-school and first-grade teachers' certificates, the highest grade of teachers' certificates issued by the State and valid for five years, can be renewed only through—

(a) The application of three certificates of reading course credit.

(b) The application of three college-hour credits in professional subjects earned in a State-approved normal school or college during a regular session, a summer session, or in correspondence courses.

(c) Or, the application of a combination of (a) and (b) that will form the equivalent of (a) or (b).

Examinations for teachers' certificates are held three times annually in all parishes of the State. The questions of examination are prepared by the chair-

man of the State examining committee and are forwarded under the seal of the State to the parish superintendents of schools. The envelopes containing examination questions are opened in the presence of the examinees and the papers written in answer to these questions are forwarded to the State department of education. After the papers have been graded and the results of the examination tabulated, the names of the examinees are forwarded to the office of the State department of education and the certificates issued to the successful examinees.

In the examination for teachers' certificates held in the various parishes of the State after the close of the summer normal schools, there were 3,000 applicants, an indication that the supply of teachers for the session 1921-22 will be adequate.

TRAVELING EXHIBIT FOR MODERN LANGUAGES.

Customs and language of France, Spain, and Latin-America are illustrated in a traveling exhibit which was shown for a week at a time in each of the New York City high schools. The material was collected by a committee chosen from all the high schools, one member for French and one for Spanish representing each school. Postcards, coins, stamps, newspapers and magazines, laces, textiles, posters, albums of pupils' work, maps, charts of all kinds, and a few statistical tables were included in the exhibit. The French Teachers' Association and the New York Chapter of the American Association of Teachers of Spanish took an active part in preparing the material as well as contributing funds. The French High Commission and many business houses engaged in international trade also assisted.

TENEMENT CHILDREN GROW FINE FLOWERS.

"A garden for every child" was the slogan at the exhibition of plants grown at home by New York City school children. More than 5,000 plants, many of them in bloom, were shown in a city armory. Each school district had its own division. Earlier in the year the schools distributed young plants to the pupils, who took them home and cared for them, bringing them back in time for the exhibit.

The 10 best specimens from each school were shown, and from these the prize winners were selected. A medal was awarded to each of the two pupils showing the best plants. The best representative of each borough and of each district also received a medal.

BIG COURSES IN HARVARD COLLEGE.

Nearly 700 in One Course—No Chance for Personal Contact Between Professor and Student.

Several of the elementary courses in Harvard College are bigger this year than they have ever been. In part this is accounted for by the increased size of the freshman class, but it is also due in some measure to the working of the new rules relating to the choice of elective studies. These rules now provide that every undergraduate, in order to obtain the bachelor's degree, must take at least one course in each of four designated fields or subjects. There has been, this autumn, a very marked influx into some of these courses; in one case the enrollment is nearly 700.

From the standpoint of effective education it is not at all certain that this development can be viewed with satisfaction. There are many who believe that the large lecture course has been a weak feature of American university education. It precludes all chance of personal contact between the professor and his students; it means that much of the follow-up work must be devolved upon assistants. It is quite true that even in courses of moderate size a certain amount of responsibility must be lodged with these younger members of the teaching staff; but there seems to be no getting away from the fact that every increase in the enrollment removes the students a notch farther away from the professor who is in charge of the course.

Some years ago the division of education made an exhaustive study of the teaching methods used by one of the largest and best-organized departments in Harvard College. The results of this study indicated that a vulnerable point in our whole scheme of instruction is the necessity of relying to a considerable degree upon the competence and judgment of immature assistants whenever courses grow beyond a certain size.

When the University of California announced an enrollment of 1,000 students in a single course at that institution a year ago, a good many educators stood aghast. "How can effective teaching be done on any such scale?" they asked. We are not far from the stage at which the same question can be appropriately raised within our own precincts. Somewhere or other there must be a point at which the law of diminishing returns begins to make its influence felt in the college classroom. — *Harvard Alumni Bulletin.*

COUNTY TAXES MAINTAIN DENTAL CLINICS.

Teeth of School Children of McDowell County, W. Va., Treated at Public Expense—Improved Condition Noticeable.

By L. J. HANIFAN, *Superintendent, Browns Creek District.*

Free school dental clinics are now costing McDowell County, W. Va., about \$50,000 a year, and the money is raised wholly by county taxation. The plan has the hearty support of the taxpayers who realize that the cost is much less than work of the same extent and quality could be had in any other way.

Without this public enterprise the teeth of a great many of the children would be neglected to their great disadvantage and possibly to their permanent injury. In a few years it is certain that the improved condition of the teeth of our young people will be very noticeable when compared with the teeth of children in other communities.

Private Enterprise Adopted by County.

The free school dental clinic of McDowell County began as a private enterprise. In 1917 Col. James Ellwood Jones provided at his own expense a school dental clinic at Mayberry, and in the same year at the suggestion of Col. Jones a bill was introduced in the State legislature authorizing the county court of McDowell County to establish and maintain at public expense a free dental clinic for resident children under the age of 16 years. The bill passed both houses on January 24, 1919, with but one dissenting vote, and was approved by the governor on February 6, 1919. The voters of McDowell County approved the act by special election held on June 21, 1919, by a majority of 898 votes.

Accordingly the county court of McDowell County established a free dental clinic for the county and appointed as director Dr. G. T. Epling. The work began at different points in the county on September 15, 1919. Twelve dentists and 11 dental hygienists were employed for the work, all appointed by the director, subject to the approval of the county court. All accounts are approved by the county court and audited by the State tax commissioner.

National Government Contributes Equipment.

Fortunately for the clinic the United States War Department contributed for about 10 per cent of their value the following dental supplies: Twenty white enamel dental cabinets, 20 electrical den-

tal engines, 20 fountain cuspidors, 20 white enameled dental chairs, and 20 portable dental outfits. Where currents were not available Presto-O-Lite equipments were installed.

On account of the bad condition of the mouths treated, the major part of the work was done in repairing diseased teeth. For this reason the educational work, which is a prime object of the clinic, had to be neglected the first year, but for this purpose a competent man was employed for the ensuing year. Films and other devices are used to teach the children how to care for their teeth. A dental nurse is also employed.

The cost of treating each pupil is \$4.20. The director estimates that the same treatment of some pupils, if done at regular dental prices, would amount to from \$75 to \$100 for each pupil and that the cost of treating one family would have cost at least \$300 at regular prices.

FURNITURE WORTH \$300 IS MADE FOR \$20.

Wise spending is believed in by pupils of Angelo Patri's school, New York City. Sometime ago the sewing department won a cash prize of \$20. The girls of the prize-winning class had been wishing for a chance to furnish a four-room apartment as a model for the home-making course, but \$20 seemed a drop in the ocean, judging by furniture prices as marked in the shops. Nevertheless, without spending a cent beyond the \$20, they acquired a set that included a bedroom dresser, a mirrored dressing table, and a dining room buffet, all of solid oak.

The miracle was achieved by enlisting the help of the boys of the joinery shop. The \$20 bought the raw material, and the girls and boys together planned the furniture. Then the boys set to work to make it in the shop. How they succeeded may be judged by the fact that outsiders think the set is worth \$300. The transaction was profitable all round, as the home economics class and the joinery class were afforded practical lessons, and the school has the furniture.

HABANA SCHOOL OF SUGAR RAISING.

Escuela Azucarera de la Habana was founded in 1907, and from 1909 it has been operated as a free institution. In the school grounds experiments are made in growing cane for practical demonstrations. The first course includes elementary chemistry and analytical chemistry, physics, mathematics, rudiments of natural history and agriculture, and the analysis of sugar cane and its products. The second course includes elementary

COOPERATIVE SCHOOLS FOR FOREIGN-BORN.

Worcester, Mass., Manufacturers Join Public School Authorities in Maintaining Classes for Aliens.

Manufacturing companies cooperate with the public-school authorities in giving instruction to foreign-born men and women in Worcester, Mass. At about a dozen plants, mostly steel and iron works, classes are held during the noon hour, before or after working shifts, in the late afternoon, or after working hours. Thirty-three such classes were held in 1920-21, an increase of 50 per cent over the preceding year.

Day classes for foreign-born men and women are conducted in the school buildings also, seven classes for men out of employment being held mornings or afternoons, or both, and seven classes in the afternoon for women who can not come evenings. Some of the women's classes meet in community buildings. In one school a special room has been assigned for recently landed Italian immigrants, who may come when they please and stay as long as they wish. A specially trained teacher is in charge from 9 to 11.45 a. m. and from 2 to 4 p. m. About 90 men are registered in this class.

Seventy evening classes are held, making a total of 117 classes altogether organized during the year for foreign-born men and women who could not read and write the English language. This is an increase of more than 200 per cent over the preceding year, when 35 such classes were held. In 1920-21 there were 31 teachers engaged in this work, all of them on part-time. This year 77 part-time and 4 full-time teachers are employed.

and analytical chemistry, physics, mathematics, the study of the growth of cane, and special analyses. The third course includes sugar business methods, accounting, mechanical drawing, applied mechanics, applied electricity, and a course in biology and bacteriology. In addition there is a special course in fermentation, which includes the consideration of alcohol and fermented drinks.—*Bulletin, Pan American Union.*

How Wisconsin grandmothers kept house is shown to the rural schools by a traveling exhibit of pioneer domestic arts sent out by the State Historical Museum, Madison.

A GENERATION BOWED TO MATERIALISM.

(Continued from page 49.)

made them the leading influence in the English community, because they constituted its aristocracy of wealth, culture, education, and character.

Then, glimpsing the contrast between American and English life, he pointed out to the college men before him that to them was reserved a closely corresponding position in the American community. No aristocracy of inherited wealth, position, title, distinction existed here; the real aristocracy was that of intellect of the university and college men, who, he said, occupied here the place corresponding to that of the old county aristocracy in England.

Substantial Changes in 30 Years.

It is hardly a rounded generation since that analysis was presented by the great New England senator; yet I suspect that if he were speaking in my place to-day he would make a very different address than he made three decades ago at Amherst. He would note that, on the one side, we have come to esteem education not as the privilege of the fortunate few, but rather as the obligation and the due of society to the very largest possible number of its members. He would decry that private philanthropy and public policy have united in pouring out wealth in this cause with a lavishness that even in his day would have seemed fabulous. And yet, on the other side, he would see that, despite all this generosity, the educational facilities of the country have utterly failed to keep pace with the demands of a people, hungering and thirsting for knowledge, culture, vision. He would find that his aristocracy of intellect was being trained in institutions still inadequately endowed, under college faculties and public-school teachers whose limited incomes compelled them to envy the affluence of the trained artisan. He would learn that in the mad pursuit of money, materialism, and the indulgences which go with them we have tended oftentimes to make scholarship and culture subordinate to these. Our generation has bowed at the altar of mechanism and industrial organization, and in its devotions has too far forgotten that, after all, the enduring things are of a higher and very different sort. And I think he would warn us that we have come on the time when we must make these splendid material achievements, needful and gratefully possessed, the bases and buttresses for an advancing conception of eternal verities which are not of stone or steel, but yet a thousand times more lasting. * * *

Nation Confronts an Educational Crisis.

It is no exaggeration to say that the Nation confronts an educational crisis. From every corner of the land, from country, town, and city, comes the same report that the housing capacity for our public schools is inadequate; that tens of thousands of pupils have no place for their studies; that teachers can not be listed in sufficient numbers, and that school revenues are insufficient.

From the colleges and universities goes up the same cry. From the primary to the post-graduate school there is demand for facilities far beyond present provision. The war caused the withdrawal of an army of school and college teachers from their profession. The increasing specialization of business and industry has created astonishing demand for men and women of both liberal and specialized education.

We Have Been Spending Our Capital.

There never was a time when the community was ready to absorb into its activities so great a proportion of people highly trained and intellectually disciplined. It may be said that, in this realm of education, we have been drawing on our capital, instead of spending the annual increment only; we have been taking the teachers away from the schools, and leaving a constantly increasing deficit in our capacity to turn out that product of disciplined minds which only can be insured through ever-expanding facilities. If I may employ a homely analogy, which I trust will not be misunderstood, we have a vastly increased supply of basic material to be put through our educational mechanism; we have correspondingly increased the market for the finished product, but we are not maintaining the refining processes on a sufficiently large scale. And it happens that this particular refined product is absolutely necessary to the continuance of our institutions and our civilization.

Americans Support Education Lavishly.

Let me hasten to add that this is not a condition which leads us to pessimism or misgivings. I would not wish it to be otherwise. If ever we "catch up" in provision of educational facilities, it will mean to me, not that our problem is solved, but that we have our first occasion of real concern. For no people ever approached the lavishness with which, from public revenue and private purse, Americans have given to support education; nowhere has it been so easy for the poor man or woman to gain its richest privilege. Yet, the more generously we provide to-day, the greater is the deficiency to-morrow; and I am glad it is

thus. So long as the eagerness for education outruns our most generous provision of facilities, there will be assurance that we are going ahead, not backward. I am glad that, though we have billions of investment in our educational plant, there are yet more people seeking education, more demands for educated people than can be cared for.

Only Hope in United Effort.

So long as I find that the proportion of public revenue properly devoted to education is increasing, I desire to be counted among those in public life ready and anxious to struggle with the problem of raising the necessary revenues. But in that struggle, public officials require the help and counsel of every citizen who visions the vital nature of this problem. Only by such united effort can we hope to meet this, or indeed any of the urgent demands which these anxious times are pressing upon us.

I wish it were possible for us to drive home to the whole American people the conviction of needed concern for our educational necessities. We must have more and better teachers, and to get them the profession must be compensated as it deserves. Out of some experience in both, I feel qualified to assure you that there are two departments, at least, of human activity, which will never strongly attract those who seek the merely substantial rewards. Those two are teaching and the public service. There are rewards, real and highly gratifying, for those who engage in them, but they are not found in accumulations, wealth, and the indulgences which wealth makes possible. They are in the consciousness of service rendered.

Educational Establishment Needs Devout Support.

I would not attempt to attract men or women to these vocations through promises of merely substantial advantages, but I would lift up a Macedonian call, in behalf of our schools and colleges, to men and women who feel the urge to public usefulness. More even than money and endowments, our educational establishment needs the devout, unselfish sustaining support of people moved by instincts of patriotism and service. These, thus inspired, may be sure that the American public will recompense them, in such a service as this, to the best of its ability; and my plea to-day is for that largest possible liberality.

There is another side, equally worthy of suggestion here. The ambition for education and its opportunities is one which men have entertained from the earliest understanding of what culture means. To those who have had the con-

suming, the inextinguishable ambition, its gratification has somehow always come. It has not inevitably come to him who merely regarded a college course as an agreeable experience and an obvious part of the genteel preparation of a well-mannered young man; but it has been well-nigh the assured endowment of whoever wanted it so earnestly, so persistently, that he was willing to make sacrifices for it.

I am not sure that our young people are living up to that full estimate of an education's worth. I doubt if there is as much of plain living and high thinking in academic shades as there was once, or might well be now. Among the men I have known who "worked their way through college," the ultimate evaluations of their careers have seemed to warrant impression that education which comes high to its possessor is worth several times as much as education that merely comes high to struggling and sacrificing parents.

Need Evidence of Students' Sacrifice.

It might be an incentive, too, to underpaid professors and instructors to go on untiringly if they were brought into contact with more of evidence that their students were making sacrifices corresponding to their own. I recall a clever young man who held a chair in a small college and was regarded as promising a brilliant career in scholarship. He had developed a specialized proficiency in a certain science, which made him much sought after by concerns engaged in a particular line of war industry. At length he resigned and accepted a position with one of them. To some expostulations of an academic associate, he replied:

To be honest, I have tired a bit of living on less than many of my pupils spend. I have lectured to a good many young men whose allowances were twice my salary, and who in a few years after graduation were using what I had taught them to earn five times my income. Why shouldn't I try the experiment of living in comfort and worrying over my income-tax statement?

I can not prescribe the cure, but much of the unrest of the world to-day is chargeable to our living too rapidly, and too extravagantly, and colleges have seen the reflex of it in conditions described by sentiments above quoted. It would be fine to drive to restored simplicity, and turn the savings to widened facilities, and the healthful practice to the making of better men and women.

Along with all this there is the obligation to maintain and encourage the smaller colleges, among which none is entitled to claim so romantic and appealing a history as the institution whose guests we are to-day. It is the small

college that democratizes the higher education; that brings it within the vision and means of the average young man and woman. Here, too, the student finds that intimate association with his instructors which is impossible in the greatest universities, and which so largely counterbalances the advantage of the wealthier institutions in endowments and facilities.

Strong Men Often in Modest Environment.

The essence of a great school is not in marble and mortar and architecture; nor yet in multitude of matriculants. The substance of scholarship is not in accumulated tomes and musty manuscripts. We hear much of the traditions of famous universities, but if we look into them we commonly find that they concern men, men who have stamped their personalities, who have given of their generous natures, who have colored the intellectual atmosphere about them. And men who are big and strong enough to do that are as likely to be found in the modest as in the impressive environment.

If you will analyze the traditions of William and Mary you will agree with me that George Wythe, whom Jefferson lovingly and reverently called "the Aristides of America," could never have exerted so determining an influence over his pupils had their associations been the casual ones of student and teacher in a great modern university. And there was Col. Ewell, soldier and scholar, who held the presidency of his beloved William and Mary during the years, following the Civil War, when for want of funds the university suspended. There were neither students nor money; the buildings had been left ruins in the wake of war; but there was the unbroken faith, the stout heart of that grand old man whom the late Senator Hoar thus described in a speech at Harvard in 1886:

The stout-hearted old president still rings the morning bell and keeps the charter alive; and I want to salute him to-day from Harvard, and I should value it more than any public honor or private good fortune that could come to me if I might live to see that old historic college of Virginia endowed anew with liberal aid of the sons of Harvard.

Small Colleges Do Not Remain Small.

Col. Ewell's affection for his alma mater was the sentiment that thousands of men entertain for the small colleges that afforded them the education they could never have secured at great institutions. Our trouble is not that there are too many small colleges, but that there are not enough of them. In this teeming, this riotously rich and growing America, they will not stay small. The small college of yesterday is the great school of to-day;

the pioneer prairie universities of a few decades ago now count their faculties in hundreds, their students far into the thousands, and are the wonders of the academic world. Let us not fear for the place of the small college in American life; let us rather give it all encouragement in its beginnings and in those periods of struggle and depression such as William and Mary has so many times known and so splendidly survived.

There is no more interesting educational story than that of the rise of the State universities which have grown up in almost all of the States; of city colleges and universities, maintained wholly or in part as municipal institutions of higher learning; finally, of that great majority of our colleges and universities which have been built and maintained through the interest and philanthropy of religious denominations or of citizens inspired only by the wish to encourage learning.

Hopes Justified by Widening Intelligence.

In no country or age has there been so constant and generous support for education. Wise men have seen in this marked American characteristic an eloquent testimony to the soundness of our individualistic society and the security of those institutions of popular government on which it rests. At the last, our hopes for the evolution of a constantly improving system of human organization will find their justification in the widening, the deepening, the universalization of that intelligence, that moral consciousness which furnish inspiration for every human advance. Believing this, and convinced that the American Nation believes it, I salute as high exemplar and ideal the spirit that has fostered, maintained, and is now summoning to a new place and greatness, this Spartan among American universities, the College of William and Mary, in Virginia.

MANUAL TRAINING HELPS HOME WORK.

Junior high-school boys of Lexington, Ky., acquire skill in the manual-training department and put it to practical use at home as well as in the classroom. Some of the jobs done at home by these boys are the following: Mending a leaking roof, repairing fences, building garage, mending steps, screening house, installing electric lights, helping to repair barn, papering rooms, staining and waxing floors. The boys also made much of the furniture for the practice house used by the girls of the home-economics classes.

CHIEF STATE SCHOOL OFFICERS.

State.	Capital.	Name.	Title.	Beginning of service of incumbent.
Alabama.....	Montgomery.....	John W. Abercrombie.....	Superintendent of public instruction.....	1920
Alaska.....	Juneau.....	Lester D. Henderson.....	Commissioner of education.....	May 10, 1917
Arizona.....	Phoenix.....	Miss Elsie Toles.....	Superintendent of public instruction.....	1921
Arkansas.....	Little Rock.....	J. L. Bond.....	do.....	Dec. 1, 1916
California.....	Sacramento.....	Will C. Wood.....	do.....	January, 1919
Canal Zone.....	Balboa Heights.....	A. R. Lang.....	Superintendent of schools.....	Oct. 15, 1913
Colorado.....	Denver.....	Miss Katherine L. Craig.....	Superintendent of public instruction.....	1921
Connecticut.....	Hartford.....	A. B. Meredith.....	Commissioner of education.....	1920
Delaware.....	Dover.....	H. V. Holloway.....	Superintendent of public instruction.....	1921
District of Columbia.....	Washington.....	F. W. Ballou.....	Superintendent of schools.....	July 1, 1920
Florida.....	Tallahassee.....	W. N. Sheats.....	Superintendent of public instruction.....	Jan. 7, 1913
Georgia.....	Atlanta.....	M. L. Brittain.....	Superintendent of schools.....	1919
Hawaii.....	Honolulu.....	Vaughan MacCaighey.....	Superintendent of public instruction.....	Apr. 1, 1919
Idaho.....	Boise.....	Miss Ethel E. Redfield.....	do.....	Jan. 8, 1917
Illinois.....	Springfield.....	Francis G. Blair.....	do.....	1908
Indiana.....	Indianapolis.....	Benjamin J. Burris.....	do.....	1921
Iowa.....	Des Moines.....	P. E. McClenahan.....	do.....	July 1, 1919
Kansas.....	Topeka.....	Miss Lorraine E. Wooster.....	do.....	January, 1919
Kentucky.....	Frankfort.....	George W. Colvin.....	do.....	Jan. 1, 1920
Louisiana.....	Baton Rouge.....	T. H. Harris.....	Superintendent of education.....	Aug. 15, 1908
Maine.....	Augusta.....	Augustus O. Thomas.....	Superintendent of public schools.....	July 1, 1917
Maryland.....	Baltimore.....	Albert S. Cook.....	Superintendent of schools.....	1920
Massachusetts.....	Boston.....	Payson Smith.....	Commissioner of education.....	July 1, 1916
Michigan.....	Lansing.....	Thomas E. Johnson.....	Superintendent of public instruction.....	1919
Minnesota.....	St. Paul.....	J. M. McConnell.....	Commissioner of education.....	1919
Mississippi.....	Jackson.....	W. F. Bond.....	Superintendent of public instruction.....	Sept. 16, 1916
Missouri.....	Jefferson City.....	Sam A. Baker.....	do.....	January, 1919
Montana.....	Helena.....	Miss May Trumper.....	do.....	1917
Nebraska.....	Lincoln.....	John M. Matzen.....	do.....	1920
Nevada.....	Carson City.....	W. J. Hunting.....	do.....	1919
New Hampshire.....	Concord.....	E. W. Butterfield.....	Commissioner of education.....	Nov. 21, 1917
New Jersey.....	Trenton.....	John Enright.....	do.....	1921
New Mexico.....	Santa Fe.....	John V. Conway.....	Superintendent of public instruction.....	1921
New York.....	Albany.....	Frank P. Graves.....	Commissioner of education.....	1921
North Carolina.....	Raleigh.....	E. C. Brooks.....	do.....	Jan. 1, 1919
North Dakota.....	Bismarck.....	Miss Minnie Nielson.....	do.....	1919
Ohio.....	Columbus.....	Vernon M. Riegel.....	do.....	1920
Oklahoma.....	Oklahoma City.....	Robert H. Wilson.....	do.....	1911
Oregon.....	Salem.....	J. A. Churchill.....	do.....	1913
Pennsylvania.....	Harrisburg.....	T. E. Finegan.....	do.....	June 1, 1919
Philippine Islands.....	Manila.....	Luther B. Bowley.....	Director of education.....	Dec. 12, 1919
Porto Rico.....	San Juan.....	Juan B. Huyke.....	Commissioner of education.....	1921
Rhode Island.....	Providence.....	Walter E. Kanger.....	do.....	Aug. 1, 1905
South Carolina.....	Columbia.....	J. E. Swearingen.....	Superintendent of education.....	January, 1900
South Dakota.....	Pierre.....	Fred L. Shaw.....	Superintendent of public instruction.....	Sept. 1, 1918
Tennessee.....	Nashville.....	J. B. Brown.....	do.....	1920
Texas.....	Austin.....	Miss Annie Webb Blanton.....	do.....	1919
Utah.....	Salt Lake City.....	C. N. Jensen.....	do.....	1921
Vermont.....	Montpelier.....	Clarence H. Dempsey.....	Commissioner of education.....	1920
Virginia.....	Richmond.....	Harris Hart.....	Superintendent of public instruction.....	Feb. 1, 1918
Washington.....	Olympia.....	Mrs. Josephine C. Preston.....	do.....	1913
West Virginia.....	Charleston.....	George M. Ford.....	Superintendent of free schools.....	1921
Wisconsin.....	Madison.....	John C. Callahan.....	Superintendent of public schools.....	1921
Wyoming.....	Cheyenne.....	Mrs. Katherine A. Morton.....	Superintendent of public instruction.....	1919

PLANS FOR MORE AND BETTER TEACHERS.

New Teachers are Fewer than Those Who Leave Profession in England—Shortage Now Acute.

Teacher shortage in England is still acute, and it is feared that it will be almost impossible to maintain even the existing educational standard. There has been a continuous diminution in the supply of teachers over a period of 10 years. In 1905-6 the number of teachers who entered the profession was greater by 2,000 than the number who dropped out. By 1908-9 the number of those entering was about equal to the number leaving. Every year after that the number of recruits proved smaller than the number who gave up teaching, the difference between the two figures for 1918-19 (the most recent returns) being nearly 4,000. The total deficiency of supply as compared with depletion has amounted to 34,000.

Delay in the increase of salaries and rarity of promotion are two of the causes of

this situation. A more potent influence is the changed method of selecting and training teachers. About 1908 the old pupil-teacher system in the elementary schools was replaced by the bursar and student-teacher system. Under the old system the head teachers of elementary schools encouraged the brightest of their older pupils to enter upon a four-year apprenticeship. The pupil teachers would spend the greater part of each week in actual teaching practice, and attendance at a center for academic instruction would occupy the rest of the time. The centers contained no students except those intending to be teachers, and these young people were thus segregated from others of their own age. This condition persisted throughout the remaining course of preparation, the two years of residence in a training college.

The newer plan placed all students, whether intending to be teachers or not, in the ordinary secondary schools. This did away with the isolation formerly attendant upon teacher-training, and the students began to realize that there were more attractive callings open to them. This naturally took away many who might have considered teaching and in great measure

led to the present situation of teacher-shortage.

No distinction between the general education and professional training required for elementary and that required for secondary schools is one of the points of reform advocated by educators. The National Union of Teachers suggests as proper preparation for teaching graduation from a three-year course of university grade taken in association with students entering other professions. A test of aptitude for the work of teaching should be given, and then one year devoted to the acquisition of "teaching craftsmanship." Existing training colleges for teachers should be utilized for this purpose alone. They would receive students who were preparing to become teachers of special as well as of general subjects. The students' time would be divided between the lecture hall and demonstration schools. Close cooperation should exist between the staff of the college and of the demonstration schools. These professional colleges should be recognized as colleges of a university. Educational research work should be a distinct feature.

HOT LUNCH PROJECT IS SELF-SUPPORTING.

**School Lunch a Part of Health Work—
"Underweights" Receive Special At-
tention—Many Reach Normal Weight.**

By Mrs. J. J. MARSHALL, Farmville, Va.

Hot lunch in a village school may be conducted so as to improve the physical condition of the children and increase their mental ability, and at the same time be self-supporting. It was my privilege and opportunity to prove this in a public school in Virginia last winter, and also to illustrate practically the possibilities of corrective health work in such an enterprise.

Suggested by County Nurse.

The lunch to which I refer was undertaken at the advice of the county nurse, and was conducted with her hearty interest and help. When the lunch started, out of 140 children more than 100 were underweight. When school and the lunch room closed less than 40 remained on the chart of underweights; the teachers reported that never had the class standing of the children been higher, and my books prove that, except for an appropriation made by the school board in the beginning for equipment, the lunch was self-supporting.

With most children the midday meal is apt to be the heartiest, and the effect of a nourishing, well-balanced ration at that one meal was wonderful in many instances.

I made a special study of food values and varied my menus to meet the needs of the children and the conditions of the weather. On one occasion a child came to me to ask why so many of the pupils were troubled with boils. I went to my doctor and asked him the question. He attributed such disturbances in this instance to the fact that cold had killed all the gardens and people had turned to potatoes, rice, beans, and such starchy foods, neglecting fruit and vegetable acids. I promptly substituted strong lemonade for cocoa, used tomatoes freely in soups, and fruits in deserts, and sold apples and oranges at cost whenever any child could or would come for them. At the end of 10 days the boils had disappeared.

Prizes Encourage Proper Eating.

The "underweights" were my special care. All were charted and weighed monthly. A small prize was given at each monthly weighing, and I found that it encouraged proper eating, both in and out of school. The cooperation of the

children themselves was remarkable, and never once did one refuse to take my advice in selecting the lunch which was served cafeteria style on a long counter. The price of no one dish exceeded 5 cents.

Milk Provided by Interested Citizens.

Later in the winter, when I realized the general need for milk, but had difficulty in convincing parents of that need, I began giving milk free at the 10 o'clock recess to all children who were underweight. This was paid for by interested citizens in the town and by an active school league. A large chart was kept on which was recorded the names of all underweights, and each child had a blue star stuck opposite his or her name as the line marched by and the milk was drunk; when one of them attained normal weight a red star marked the eventful day.

I kept a scale and a measuring rod in the lunch room, and great was the interest shown by the children in their own growth and development. Many who did not like milk drank it so they might win the prize, or, failing that, just "get fat."

The success of this lunch was due in large measure to the cooperation of Miss Mamie Rice, our county nurse, who during the winter procured free dental examination of the children, as well as general physical examination of all underweights.

SALARIES OF CERTAIN SCHOOL OFFICERS IN 20 CITIES.

Compiled by BERTHA Y. HEBB.

	Super- intendent of schools.	Assist- ant super- intendent of schools.	Super- intendent of build- ings.	Secre- tary to school board.
New York City.....	\$12,000	\$8,250	\$11,000	\$6,500
Philadelphia, Pa....	12,000	5,000	6,000	6,500
Newark, N. J.....	10,000	4,900	3,000	6,000
New Orleans, La....	8,000	4,500	.....	5,400
Providence, R. I....	6,000	4,500	2,600	4,600
Jersey City, N. J....	10,500	5,400	2,500	4,250
Dayton, Ohio.....	6,120	.....	2,520	4,000
Los Angeles, Calif..	8,000	4,800	.....	3,900
Seranton, Pa.....	6,000	.....	3,600	3,600
New Haven, Conn....	5,000	3,950	3,250	3,550
Paterson, N. J.....	6,000	4,800	.....	3,500
Buffalo, N. Y.....	10,000	4,800	5,000	3,000
Spokane, Wash.....	5,300	.....	2,800	3,000
Trenton, N. J.....	7,000	2,100	.....	3,000
Syracuse, N. Y.....	6,000	.....	2,600	2,800
Baltimore, Md.....	8,000	6,000	2,300	2,750
Birmingham, Ala....	7,500	5,000	2,400	2,700
Albany, N. Y.....	6,000	.....	3,050	2,500
Wilmington, Del....	6,000	3,000	2,500	2,500
Washington, D. C....	6,000	3,750	.....	2,240

An extensive exhibit of plans and specifications of buildings for vocational schools will be a feature of the fifteenth annual convention of the National Society for Vocational Education, which will be held in Kansas City, Mo., January 5-7, 1922.

MILITARY OFFICERS DIRECT PHYSICAL TRAINING.

French Army Corps Commanders Organize Courses of Instruction and Provide Teachers for Schools.

Physical education in France is practically an outgrowth of military activities. Created primarily for war purposes the system was gradually extended to serve in time of peace. It is still in the hands of the army until such a time when the universities, departments and townships shall be ready to play their part. Physical education is carried out along the following lines:

The commander in chief of each army corps gives his attention to the organization of physical education for young people in the district under his command and works in touch with the heads of the different sports clubs and other similar institutions. He places at the disposal of educational establishments instructors and such other means as he may have to promote physical education.

He organizes instruction courses for teachers of physical education and assures himself that the system adopted at his regional center is in conformity with the type of instruction generally given and that the officers and instructors have the necessary pedagogic and technical qualities. He fixes the date, length, and nature of the courses at the regional center.

He lays down rules for the organization of holiday physical education courses, and assures himself that such education is given in the manner prescribed by ministerial orders in all the establishments to which military instructors have been assigned.

In 1920 the Government appropriated 6,800,000 francs for the promotion of physical education. This sum was distributed to 26 federations and to approximately 3,000 clubs which have received Government approval.

The Government program for physical education comprises—

1. Obligatory physical education.
2. The standardization of such training.

A law voted by the Senate on July 10, 1920, making physical education and preparation for military service obligatory, has just been voted by the Chamber of Deputies.

In order to coordinate the action of different ministerial departments and of the different federations, a bill for the creation of a national office of physical education and sports, already voted by the Chamber of Deputies, is now before the Senate.

As far as the second part of the Government program is concerned, the above-mentioned law provides for the establishment of a higher school for teaching physical education which will provide male and female civilian as well as military instructors.

MUSEUM STRIVES FOR PUBLIC UTILITY.

Newark Museum Holds Special Exhibitions and Supplies Material for School Use—Few Permanent Exhibits.

That a museum should be of immediate practical value to the citizens for whom it is founded is the principle of the Newark (N. J.) museum. A small institution, with limited appropriation and small housing space, it makes no attempt to duplicate or parallel the collections of the great museums of New York, any one of which can be reached from Newark in less than two hours. It aims to reflect the industries of Newark, to stimulate and help the workers in these industries, and to promote interest in their products.

It encourages the wide and free use of museum objects, lending them frequently for use in the schools. The museum carries out its work in harmony with the local system of public education, and it employs an educational adviser with long and varied experience in public schools. The museum is housed in the public library building, and the librarian is also the director of the museum. With such close connection, it is natural that the museum should aim to give the public the same sort of service that the library does.

Only Temporary Exhibits Are Possible.

Lack of space has made permanent exhibits impossible, and special temporary exhibits have been held instead. One of these showed the clay products of New Jersey. A skilled potter made, baked, and glazed pottery in the presence of the visitors. The display occupied about 4,000 square feet of floor space, and local interest in the work drew thousands of visitors. Art classes as well as ordinary school classes visited the museum to see the pottery. Even classes of blind children felt and enjoyed qualities of form and texture under the instruction of docents, who were volunteer helpers from women's clubs. Many housewives were led to take an interest in the use of fine pottery in the home.

The following year a similar exhibit of New Jersey's textile products was given. Each of these exhibits was six months in preparation. With the textile products, as with those of clay, steps in manufacturing processes were shown, as far as possible. In the textile exhibit a woman was seen spinning with distaff and spindle, while another used a spinning wheel. Other process illustrations were a crude hand loom, a small Jacquard, and copper rolls for printing in colors.

While many of the exhibitions have been definitely industrial, the museum has tried to invest everything it has done with artistic quality. Color of walls, methods of lighting, character of furniture, mounts, cases, and fittings, are all studied with a view of making the whole and all of its parts inviting.

Museum Becomes a Coordinating Influence.

In an industrial city like Newark, where most of the school children are of foreign birth or parentage, the museum finds opportunity to become a coordinating influence between the new country and the old. A "Homelands Exhibition" showed textiles contributed from homes representing at least 20 nationalities. Pupils in the 16 schools were asked to bring from their homes textile articles which had been brought by their parents from the Old World. Since each school has from 1,000 to 2,000 pupils, a large proportion of them foreign born or the children of foreign born, a considerable collection was brought to each school. Museum assistants then went to the schools and selected the articles that seemed best suited for display. These were installed with great care in the best cases belonging to the museum and properly labeled. Thousands of visitors came to see the exhibit. This work led to a still more elaborate exhibition, filling a dozen rooms in a school building. Examples of all the household arts were shown, and in connection with this display a series of plays, songs, and dances of various countries were given in the assembly hall by representatives of the different nationalities.

To show the new Americans something of the life of the early Americans, a full-size model of a kitchen of colonial times, with domestic utensils in common use at that time was constructed. Emphasis was laid on the colonial type of art.

Both Governments Encourage Colombia's Exhibit.

The most difficult problem attacked was the presentation of the resources, products, manners and customs, and geography of the Republic of Colombia, South America. Much time and energy was given to this exhibit during an entire year. It had a peculiar value, largely through the wide publicity it gained, in softening the asperities which the relations of our own and Colombia's

Governments had aroused; and from both Governments it received hearty approval.

Among the other exhibits in the 12 years of the museum's existence were collections of paintings borrowed from American artists, Greek and Renaissance sculpture in casts, small bronzes, engravings by artists of the first rank, a step-by-step description of the designing and making of posters and of advertising in colors, the work of our best photographers, the applied arts of the American Indian, stencil and batik work, and loan collections of Chinese and Japanese art.

About 9,000 objects are loaned to the schools each year. These include birds, insects, minerals, textiles, sculptures, decorative pottery, dolls in the costumes of many countries, and other objects illustrative of the manners and customs of other peoples.

ENGLISHMEN DISCUSS ATHLETICS FOR GIRLS.

Athletics for schoolgirls is opposed by many English educators, who maintain that the present system of physical training has a bad effect on future generations. One principal declares that 80 per cent of the girls she had known who had been trained to be teachers of physical training had been incapacitated for motherhood. Strong chests and big muscles lack elasticity, according to the director of a school for physical development.

Rough sports such as hockey and football are particularly condemned, and it is argued that natural weakness can not be overcome by acquired strength. Use of drill apparatus is opposed, but light physical exercise is favored by these teachers. One principal maintains that the feet are the only part of the body that should be made strong. Athletic women produce female offspring only, says one woman doctor, and seldom have sons. A campaign has been started to circulate these ideas.

On the other hand, at the annual conference of Head Mistresses of Secondary Schools, held recently at Manchester, every speaker on the subject indorsed the modern custom of organized games. The speakers recommended lacrosse, hockey, and net ball, as well as dancing and walking.

Students may enter the University of California from high school with music as a major subject, according to arrangements that have been made between the State board of education and the university.

Teachers' rest rooms will be provided in all new public school buildings of New York City.

THE KINDERGARTEN AND "SAFETY FIRST."

**The Formative Period is the Time to
Begin Safety Instruction—Kindergarten
Program is Informal.**

By JULIA WADE ABBOT.

To make the teaching so effective that it will carry over into the real situations that meet the child in the street and in the home is the chief problem in teaching "safety first" to school children. The kindergarten is a good place to begin this kind of teaching, because kindergarten children are in the formative period and because the kindergarten program is so informal that children are constantly meeting real situations.

Kindergarten Children Constantly in Action.

"Learning how to move is of immeasurably greater importance than learning to sit still," says Caldwell Cook, the English writer. Kindergarten children are constantly in action; in the formal school "sitting still" is too often emphasized as the most commendable form of behavior. The real situations, then, in the kindergarten furnish a better means for safety instruction than any number of devices invented by the teacher. In our large kindergartens children skip and run in groups of 45 or 50, and soon learn to engage in a free type of activity without running into other children. In the same way children learn to move about the big kindergarten room without knocking over the houses and churches which other children have built of blocks on the floor, and often remain there for a long time.

In these situations the individual child is cultivating a thinking attitude toward situations where he is only one factor and where he must control his conduct to suit different conditions. An inflexible school order makes conduct automatic, and children who are always policed in school are often the worst behaved when they are released from this kind of control. Children develop self-control in situations that require choice and judgment.

Excursions Help to Develop Control.

The character of the kindergarten excursion illustrates the right relation between freedom and control. When the kindergarten teacher has developed some group habits in her wild little flock, when they have learned to respond to signals, to obey en masse, she feels that she can safely take them on excursions through

the streets. The children are often allowed the greatest freedom between corners, but there is always one inflexible rule, "Stop at every street corner and wait for the teacher and the rest of the group."

Prepare Way for "Traffic Games."

The necessity for such a rule is discussed with the children before they go out for a walk, and often after they come home. This discussion would lead to the children telling about traffic regulations, signals, etc. If a traffic game grew naturally out of these discussions, in relation to the excursion, it would have some significance to the children, but if traffic games are used as devices, invented and suggested by the teacher, it is doubtful whether they have much effect upon the children's conduct. Very few kindergarten children are placed in a situation where they have to read traffic signals before crossing a street.

It is very necessary that kindergarten children should have the right attitude toward the policeman, who plays such an important part in their safety on the streets. Ignorant mothers and nurses often threaten children with the policeman. Imagine the terror of a lost child if he falls into the hands of this bogie! The kindergarten has to obliterate this fear and build up confidence and gratitude toward the protector of little children. Sometimes the father of one of the children is a policeman and comes into the kindergarten and tells the children about the ways he can help them and the ways they can help him by being careful. Friendships are cultivated with the policemen who are met on the excursions and the basis laid for respect for law and order as typified by these uniformed friends. It is by such natural means that the kindergarten children begin their education in "safety first."

The sixth regional conference on highway and highway transport education was held at the University of Tennessee at Knoxville, October 10 and 11, 1921. More than 100 educators, highway engineers, and representatives of the motor-vehicle industry from Tennessee, Alabama, Arkansas, Kentucky, Georgia, and North Carolina were in attendance.

Agriculture is taught in 1,715 of the 3,166 school rooms of Porto Rico. Nearly 40,000 home gardens were cultivated through the efforts of the schools.

Newark (N. J.) public library keeps teachers informed of new material on any subject in which they are interested.

SEPARATE AREAS FOR TECHNICAL INSTITUTIONS.

More efficient development of higher technical education in England is recommended by the Association of Technical Institutions. One of the chief recommendations is that the country should be mapped out, as authorized by the act of 1918, into areas corresponding to the spheres of the various universities, and that each technical institution in an area should be linked with the university for that area. All work of university standard by matriculated students of the institution should be allowed to count for degree purposes, and other awards of diplomas and certificates should be placed upon a uniform basis. It is further recommended that a single administrative body for the administration and finance of higher technical education be formed in each province, with representation from the university, together with representation of employees and workpeople. Technical institutions should become central institutions covering a wide area for their own special work. Furthermore, 75 per cent of all costs, including repayment of principal and interest on loans, should be met from national sources, and 25 per cent by local education authorities within the various provinces.

MORE STUDENTS OF VOCATIONAL EDUCATION.

Vocational teaching is becoming more and more popular in State colleges, if the increase in the number of students taking work in this department of Iowa State College is an indication of conditions in other such institutions. During the past nine years the number registering in courses preparing for vocational teaching has grown from 100 to 999. The course in high-school problems, which was taken by 9 students in 1912-13, was taken by 243 in 1920-21. Registration in other courses in this department, such as Principles of Vocational Education, Methods of Teaching Vocational Subjects, and The Industrial High School, has also increased steadily, and several new courses have been added, including Teaching Home Economics, Research in Education, and Teaching Manual Training.

Principals of senior high schools in Newark, N. J., receive from \$4,200 to \$5,800 a year, according to the new salary schedule. Principals of elementary schools of more than 14 classes receive from \$2,900 to \$4,500 and elementary school assistants receive from \$1,500 to \$2,500. In each case the salary first named is for the first year of service, with annual increase to the maximum.

COLORED TRADE SCHOOL AT GARY, IND.

**Boys Build a Complete Four-Room House—Girls Study Home Economics—
Academic Work Is Closely Correlated with Industrial.**

By ALBERT FERTSCH, *Director, Bureau of Guidance and Placement.*

Rapid increase of the colored population of Gary presents an educational problem which is being solved according to the best ideas of modern secondary education. In 1910 the colored population of Gary numbered 300, while in 1920 the census gives the population as almost 9,000.

A large number of the colored children did not have adequate educational advantages before coming to Gary and are consequently retarded. To serve the educational needs of these children in the upper grades, a colored trade school was organized.

Local Occupations Determine Studies.

Vocational studies were made of occupations in which the colored people of Gary are earning their livelihood. The teachable content of the occupations was classified and the course of study largely based upon the information obtained from these vocational studies.

The trade school was organized at the Twenty-fifth Avenue School Center. The course of study for the boys centers about the building trades; the course for the girls, about home economics. The boys of the school, under the leadership of a special instructor, prepared the foundation and erected a four-room building with broad hallways and two entrances. All the work was done by the boys, organized in four temporary classes directed by special instructors.

Vocational and Academic Work Alternate.

While two classes were working on the concrete floors of the lavatories, pipe fittings, sheet-metal work, or any other part of the building, the other two classes were studying mechanical drawing, arithmetic, English, and hygiene, which were especially adapted to the work connected with the building program. Arithmetic became a vital study as it dealt with the measurements of the material and space in the building and the time in weeks, days, and hours it took to construct the different parts of the building. English dealt with the description of the material used in the building with special reference to the sources of the material and history of building. The work in English which was thus prepared was presented during specified auditorium periods. Hygiene centered about the ventilation and heating of the building, the arrangement of lights, and the necessity of eradicating flies

and mosquitoes in the vicinity, as there were no screens to be used on the building. A most ideal program was offered to the boys while the building was under construction. Similar courses will be continued during the present year, while the brick industrial building is added to the school center.

Essential special material for the building was secured from the industrial work of the other schools. Castings were made at the foundry of the Emerson School and machined at the machine shop at the Froebel School. The sheet-metal work was secured from the Jefferson School shop.

The girls of the trade school were also grouped in four temporary classes during the construction of the building. While two groups were taking lessons in cooking, the other two groups were doing the academic work which was correlated with the practical subject of home economics. In the afternoon the groups interchanged and two groups took sewing while the others were taking work in the related academic subjects.

Groups of Pupils are Balanced.

While the erection of the trade building was in progress, the director of the industrial department supervised the work of balancing the four groups of pupils who were enrolled in the new trade school.

Retardation charts of the classes were made, intelligence tests and the pedagogical tests in reading and arithmetic were given. The results of the tests were compiled and a temporary classification of the groups was made. This classification was the subject of discussion in a conference with the teachers of the groups. Where the discrepancies between the special tests and the ratings of the teachers were rather great, further study of the pupils involved was continued. Personal conferences were held with the pupils to chart their interests, desires and special characteristics together with a survey of the school attitude of the pupils.

Intelligence Test Basis of Adjustment.

When the classes were placed on a more balanced permanent basis, the groups were balanced with a 65 per cent adjustment based upon intelligence tests and a 35 per cent adjustment based upon special characteristics, teachers' ratings and school attitude. Several students ranking high in intelligence tests, as well as in the peda-

gogical tests and grades of the school subjects were transferred to the high school.

With the organization of the trade school, the Gary system continues to advance the new order of secondary education by adjusting instruction along the lines which function in the lives of the boys and girls after they leave school.

ONLY TALENTED PUPILS ARE ADMITTED.

A Saturday morning class in art is held in the Washington Irving High School, New York City, through the co-operation of the School Art League, which pays the salary of the teacher. Only the most talented of the many applicants for membership in this class can be admitted, and 35 students representing 15 schools comprise the class. The instruction consists of drawing in pencil, pen and ink, wash and color, from a variety of models, including bird and animal forms, loaned by the American Museum of Natural History. The class hours are from 9.30 to 12.30, and the course consists of 26 lessons, beginning in October and ending in May. The pupils who have the advantage of this extra instruction not only improve in their own ability, but carry their work back to their schools, thus raising the standard for all the schools. The Brooklyn Institute Museum also holds a Saturday class for Brooklyn high-school art students.

ATHLETIC TESTS LAST IN THE LIST.

Rating of a pupil in physical training in the public schools of the District of Columbia is based upon the following points: 1. Good posture while sitting, standing for recitation, walking, exercising, ascending and descending stairs. 2. Ease and grace of movement in rising for recitation, sitting without holding on to desk, walking, ascending and descending stairs. 3. Removal of coats and sweaters for indoor work. 4. Promptness in obeying commands. 5. Precision and energy in execution of exercises. 6. Cheerfulness of manner in execution of exercises. 7. Interest and activity in class games. 8. Effort and success in passing athletic tests in grammar grades.

To equip teachers, school nurses, directors of physical education, and health workers for health work in the public schools, a year's course in health education is given by the Massachusetts Institute of Technology in cooperation with the Graduate School of Education of Harvard University.

CRUDE CLASSIFICATION CAUSES WASTE.

Earnest Effort to Sort Children on Scientific Basis—Special Classes for Physical and Mental Defectives.

By WILLIAM L. ETTINGER, *Superintendent of Schools for New York City.*

[From annual address before associate and district superintendents, etc.]

Perhaps the most characteristic advance in school administration during recent years has been the rejection of the assumption that all children are practically alike in physical and mental endowments and also that children with marked defects of sight, hearing, or limb have no place in the public schools. To-day progressive school administration requires that an earnest effort be made to sort our children on a scientific basis, so that group instruction may still be consistent with recognition of the fact that as regards physical and mental traits one group differs widely from another. Up to the present perhaps the greatest waste in education has been due to the crude classification of pupils. A vast amount of time, energy, and money is wasted whenever masses of children are grouped without regard to those physical and mental characteristics which individualize them and yet which, when properly recognized and made the basis of grouping, permit class instruction to be carried on very profitably.

Good Classification Ethical and Economical.

If we are to eliminate waste, children of widely different abilities must not be grouped in unit classes. The child with defective vision, the stammerer, the cardiac, and the mental defective must not be placed in severe scholastic competition with normal children. A violation of this principle of organization means as regards the children not only extreme personal discouragement and the loss of self-esteem and self-confidence but also considerable expense to the city, because such children are repeaters in the grades. The proper classification and segregation of such children is therefore desirable, not only from an ethical but also from an economical standpoint.

In addition to such efforts to make definite segregation of pupils with marked physical and mental defects, a striking feature of the administration of our most progressive elementary schools and high schools has been the application of tests that bespeak an earnest effort to group children on the basis of their ability in order that they may

more fully derive the benefits of instruction and in order that their achievements may be measured by definite standards of attainment, instead of by the unstandardized judgment of the average teacher. Exceptional work in this regard has been done in many of our schools and my sincere hope is that a greater number of progressive elementary school and high school principals will carefully study the problem.

Instruction Ineffective with Poor Grading.

The average class organization in many of our schools is susceptible of great improvement. In many instances poor classification results in great waste. The poorly graded pupils make a fruitless effort to profit by instruction and the ineffectiveness of her work carries the conscientious teacher to the verge of nervous exhaustion. Not infrequently it would appear that the mode of organizing classes in a grade is exclusively a mathematical one of dividing the grade register by the average class register of 40, in total disregard of the distressing truth that the resulting class units are merely promiscuous groups of pupils showing the widest variations of age and ability.

An analysis made of many typical classes by means of the age progress sheet revealed the anticipated fact that pupils were grouped without due regard either to their mental or their chronological age. The facts recorded by the age progress sheet were apparently regarded merely as interesting data, to be filed with the division of reference and research, rather than compelling reasons for reorganizing the classes in the grades. A careful study of the school history of exceptional pupils, as revealed by the age progress charts supplemented by simple standardized tests will enable one to substitute a scientific class organization for a crude, empirical one that is wasteful not only from the standpoint of discipline but also from the standpoint of instruction. Furthermore, when so much standardized material is readily available, it is not too much to expect that principals and teachers apply standards of achievement in spelling, penmanship, arithmetic, and reading, to determine whether or not pupils, classes, or schools are up to the level of achievement we are entitled to demand.

The time is at hand for the transformation of Pennsylvania State College into Pennsylvania State University, declared President John M. Thomas in his inaugural address at the college. He has established this aim as the policy and desire of his administration.

FOLK HIGH SCHOOL TEACHERS CONFER.

Need of Unity of Purpose is Strongly Felt—Reaction Might Follow too Rapid Progress Without a Definite Plan.

Unity of trend is lacking in the German folk high schools, whereas in the Scandinavian countries definite unity of purpose has always been a feature of these schools, according to the "Deutschen Blätter für erziehenden Unterricht." When transplanted on German soil these schools show a diversity which indicates absence of plan and unity. One school of this type has little connection with another, and conducts its work without reference to any common purpose of the type.

A conference has been called to remedy this condition. The session will be held in Lubeck, and it will afford opportunity for all interested in this system to get in touch with one another and to confer on the folk high-school movement. Dr. Fredrick Schröder, of Askov, will open the session with an address on the Danish folk high school. Dr. Erdberg, of Berlin, will speak on the German folk high school. The topics to be considered are: The rural folk high school, the folk high school and the labor element, rural folk high-school associations, and the preparation for a union among the German folk high schools.

The session is expected to have a steady effect on this movement in Germany, for too rapid progress without definite plan is sure to be followed by a reaction.

PHONOGRAPH RECORDS MEASURE MUSICAL TALENT.

Tests for the measurement of musical talent were given to 70 students in the summer session of the University of Wisconsin. Five faculties are measured by the tests: (1) The sense of pitch, which is the ability to discriminate between higher and lower tones; (2) the sense of time or rhythm; (3) the sense of consonance, which is the ability to tell that which is more pleasing and that which is less pleasing; (4) the sense of intensity; and (5) the musical memory or the number of tones that can be remembered from a single hearing. The tests are given by means of phonograph records prepared for this purpose. They are used in many public schools as a quick method of classifying pupils.

"Class extension," which is really correspondence work plus the personal influence of the instructor who meets the class regularly every week or every two weeks, is emphasized by the State Manual Training Normal School of Kansas.

HOMES FOR TEACHERS IN RURAL DISTRICTS.

Accommodations Provided by School Districts Range from a "Curtained-off" Corner of the Schoolroom to a Commodious Apartment House.

By JOHN C. MUEHMAN.

Teachers in the consolidated school at Alberta, Minn., live in a modern apartment conducted on the club plan. Electric light, hot-water heating, kitchen, linen closet, laundry, study rooms, piano, telephone—every convenience is there. The high-school principal, an experienced business woman, manages the club and keeps the books. The club employs a housekeeper, who prepares and serves the meals, does the washing, etc. The teachers' apartment is on the upper floor of the building, and the principal and his family live on the first floor. The rents from the two apartments are placed in a sinking fund, so that the debt will be paid off in 10 years. It is, therefore, a self-supporting and paying business proposition, and it costs the taxpayers nothing. The teachers pay about \$34 a month each. Half the original cost was paid by the Rockefeller Foundation.

Trained Teachers Easily Obtained Now.

The chance to live in a place like this attracts teachers to the school, and the school board finds that it can secure college and normal-school graduates who are experienced and valuable teachers, whereas before the home was built it was hard to get teachers at all, and the board was usually glad to get even girls still in training.

"Teacherages," as such homes or cottages are sometimes called, are solving a problem which affects not only the teachers personally, but the work of the schools as well. It is often hard for a teacher to find a satisfactory place to board, especially in the country. If she is discontented this feeling may be reflected in her work. If she finds conditions so poor that she will not stay, the change often has a bad effect on the school. To find a living place which would not only be comfortable, but also satisfactory in social conditions was the problem, and the natural solution was the teacherage.

Superintendents' Replies Are Favorable.

Does the cottage or home attract better teachers than the usual plan of boarding in some home in the district? Two thousand superintendents answered yes in answer to a questionnaire issued by the

United States Bureau of Education. Ninety per cent of the superintendents who answered were very much in favor of the teacherage plan, and many find it a necessity. Where a number of teachers are brought together in a consolidated school conditions are most favorable for a successful operation of a home, but the problem is difficult for the one and two room schools. In some districts a boarding place can not be found for the teacher and the district has to provide a residence in order to get anyone to take the school. But this manner of living is lonesome and unsatisfactory. Where a two-teacher school employs a man and wife and supplies a residence the plan is successful, and such a home becomes a social center for the community, something like a parsonage.

Specific Authority in 18 States.

More and more it is realized by school boards that they must supply living places for their teachers, and although only 18 States have so far given specific authority to school districts to build and operate homes for teachers, a movement to pass such laws is growing. Some States build cottages under the general law that directs school trustees to provide for the general welfare of the schools. In a few States, as in California, the attorney general has ruled that taxpayers can not vote money to build residences for teachers, nor can they use school money for such purposes. But in most of the States the number of teacherages is growing. Texas leads with 567. The only States reporting that they have no such institutions are Indiana, New Jersey, Rhode Island, and Vermont. In the other States, the 307 counties that replied to the questionnaire reported that in the past school year 6,759 teachers did not depend upon boarding or rooming places in their districts, but lived in buildings exclusively for themselves. Some of these were supplied free by the district, some provided by the district at a nominal rent, and some rented by the teachers at the customary prices.

Teachers Pay Moderate Prices.

One district reported that the teachers were to pay \$5 a month until the cost of

the home, \$500, was paid. In all, there were 2,816 homes, 2,400 of which were owned by the districts, 57 were donated, 170 rented, and 189 a part of the school building. If the reports were complete for all counties the number would probably exceed 3,000. The cost of these homes ranges from the modest sum of \$50 for a humble log cabin to \$40,000 for an up-to-date apartment built by a city district. Most of the buildings cost from \$600 to \$11,000. Fewer than one-fourth of these homes have modern conveniences, such as running water, gas or electricity, and bath. These conditions have a direct effect on the holding power of the school, according to the county superintendents, who report that where a modern home is provided the teachers remain at their schools, but where housing conditions are poor they soon seek other positions.

A Home with Every New School.

One superintendent in Minnesota states that his district would not consider a new school building without also providing a home for the teacher. A number of neat and comfortable cottages are owned by the large cotton mill and coal companies in Alabama and other States in the South. The use of these cottages is sometimes given to the teachers either free or at a rental which is just enough to pay for repairs. Many districts rent residences and give them to the teachers rent free, as the only way to maintain the schools and secure efficient teachers. A number of school boards find that teachers will come at lower salaries when they are assured of a comfortable place to live. Living quarters in the school building are sometimes satisfactory, especially when they are upstairs, but few teachers like to live on the same story with the school.

Some teachers reduce living expenses in the cottage by doing their own housework. In the Sioux Valley, Minn., Teachers' Home only \$20 is paid by each teacher, and this covers rent, heat, light, and food. For this small sum the teachers live in a modern house with hot and cold water, electric light, and complete laundry equipment.

Success Depends Largely on Matron.

The larger homes find it better to engage a matron, who keeps house for the teachers and acts as chaperon, rather than have the teachers do the work. Many of the teachers are young girls away from home for the first time, and a matron who will take care of them and keep them happy is worth more than her salary. The success of the teacherage often depends on the tact and managing ability of the woman who takes charge

of it. The Sargent Consolidated School, Fort Collins, Colo., has a matron who has general charge of the 11-room cottage. She does all the buying, and in general manages the home as if it were her own family. She even remains in the house when the teachers are away in the summer and preserves fruit for the household's winter use. With a committee of the teachers, she calculates the cost of running the home and the sum to be paid by each individual. The average cost is about \$20 a month for each teacher. The Sargent school also provides a modern house for the superintendent and his family. These two cottages cost \$12,000, and they are modern in every respect. Heat, light, and rent are free to both teachers and superintendent. With conditions like these the school has no trouble in keeping teachers.

Some of the replies of superintendents are as follows:

Would Overcome the Greatest Difficulty.

"We have no homes for teachers. When that does come, if it ever does, the greatest difficulty in securing rural teachers will have been overcome."

"We are planning many homes for the future."

"We have made two attempts to operate a teacherage within the past four years, and were unsuccessful; conditions here do not seem to warrant another attempt at present."

"We have to quarter our teachers in the school basements because we have no other place in the district for them to board. It is not satisfactory, but it is the best we can do."

"There is a great need for teacherages."

"I have a dream that sometimes we will have homes for teachers."

Contraindicated in One-Room Schools.

"It would not be advisable or prudent to furnish such to the one-room rural school; it would be a fine thing in the five-room high school. The house proposition is one of the most serious. In some places principals have to buy homes to secure a place to live."

"Suitable places for teachers is a problem here."

"We are planning a good home to be ready in September."

"We need a teacherage badly. We shall work for one next year."

"We are going to have four other teacherages in the county next year. This will fill all requirements and are worth the cost."

"I could not run a school without a teacherage. No one wishes to board the teacher."

CHINESE STUDENTS SUPERIOR TO AVERAGE AMERICANS.

Writing to his colleagues from the Tsing Hua College in Peking, China, where he is exchange professor, Prof Lawrence A. McLouth, head of the department of German at New York University, says that the 600 students at the Chinese institutions are superior to the average American college student in "mental gifts, interest in learning, industry, and courtesy."

He declares that the Chinese students "prepare every lesson we assign and come up full 90 per cent prepared. Attendance is very good. The college campus, or compound, contains 166 acres, all inclosed in a beautiful 12-foot wall, guarded day and night by about 20 very neat special policemen. The interior of the library building is finished in Italian marble. The collection of books is fairly good and is increased each year by purchases costing \$10,000.

"We do not have to drag students into the reading room; they flock there day and night and Sundays. If the library were closed nights, there would be a revolution. I like to teach such students."

TEACHER TRAINING FOR FORMER SERVICE MEN.

Intensive training for teaching is given ex-service men in England at Hornsey Rise Training College, under the auspices of the ministry of labor. The course is 75 weeks long, and not more than 24 days' absence will be allowed to any student, so that the length of the course will approximate that of the ordinary training college.

There are 180 students registered in this course, which began July 1. All of these have been approved by the board of education and by the National Union of Teachers. Some have already had teaching experience. During the first two months of the course, all the students are expected to give evidence of their fitness for the work of teaching, and those who, in the judgment of the principal, are not capable of benefiting by the course will be dropped.

After satisfactory completion of this course, the graduates will be rated as "trained certificated teachers."

The average salary of all principals and full-time teachers in Massachusetts is \$1,498. The average salary of male principals of elementary schools is only \$13 less than that of male principals of high schools.

An outline for Bible study has been approved by the State Board of Education of Indiana for credit in high schools.

BULGARIA WILL HAVE FREE LIBRARIES.

Six Libraries Must be Established in Each District—Ministry of Public Instruction Supervises System.

Establishment of a system of national free libraries in the towns and villages of Bulgaria has been directed by a law recently enacted by the National Sboranje. There must be at least six libraries in each district, and the extent of the region served by each will be determined by the district school council. Towns and villages will support their own libraries, but the management of them will be under the control of the ministry of public instruction.

A committee of citizens to expend the library funds will be appointed by the presidents of the various village organizations. This committee, with the librarian as chairman, will act under the direction of the ministry of public instruction, and each member chosen must be approved by that authority. Membership in this committee will be honorary and unpaid, but nevertheless the persons concerned will be held strictly to their duties. A fine will be imposed on any member who is absent from the monthly meeting, the money being added to the book fund.

The committee will make up a list of books to be bought, and will submit it to the ministry, which may veto any selections considered injurious to the moral character of the community. Approval may be withheld from a whole list, if the books seem to be chosen in the interest of one political party or of any particular group of leaders. Foreign books will be purchased as well as Bulgarian, and each library will have a children's division.

Village librarians will be carefully selected, and as much educational preparation will be required for the position as is demanded for positions in the Sofia National Library. The salary likewise will be equal to that paid in the capital. In choosing a librarian, preference will be given to candidates who have done literary work, and also to those who have had experience in a State or communal library. Sometimes a teacher in a public school may take charge of the library, and for this he will receive additional compensation.

Any village library or reading room already existing may enter the library system if the village authorities wish it, keeping its name and individuality.

The Junior Red Cross in the schools of Porto Rico has developed into a child welfare organization, the educational value of which can not well be overestimated.

SOME OF THE NEW BOOKS.

By JOHN D. WOLCOTT.

ADAMS, ELIZABETH KEMPER. *Women professional workers; a study made for the Women's Educational and Industrial Union.* New York, The Macmillan company, 1921. xiv, 467 p. 12°.

The author first analyzes and defines the nature of a profession, and discusses the general subject of women as professional workers. Next in order after the "learned professions"—medicine, law, the ministry—the various other groups of professional services open to women are described. These services are health other than medicine; food and living; community, civic, and government; social; personnel or employment; industrial and labor; commercial (office, mercantile, and special); information (journalism, etc.); fine and applied arts; technical; library and museum; teaching and other educational. The entire field of women's professional occupations is thus covered in a very comprehensive way. The book is designed to assist women in their choice of vocations for themselves, and also to serve vocational teachers, educational administrators, and employers. The volume concludes with a selected and annotated reading list.

ENSIGN, FOREST CHESTER. *Compulsory school attendance and child labor; a study of the historical development of regulations compelling attendance and limiting the labor of children in a selected group of States.* Iowa City, Iowa, The Athens press [1921]. ix, 263 p. 8°.

After a preliminary examination of English, colonial, and early national antecedents for compulsory education and child labor legislation in America, this study takes up the history of the subject in Massachusetts, Connecticut, New York, Pennsylvania, and Wisconsin, followed by a summary and conclusion. The writer says that the child labor and education standards in these five States must not be regarded as typical for the United States as a whole, but rather as models toward which the remainder of the country is approaching.

GRAFF, ELLIS U. *Esentials in education.* Indianapolis, The Bobbs-Merrill company [1921] 5 p. l., 245 p. 12°.

The superintendent of schools in Indianapolis, Ind., offers a practical discussion of some fundamental principles and methods in public education in this book, which is based on the writer's own experience, with distinct recognition of current educational conditions. Chapters are included dealing with the relation of the school to the community, the teacher's use of measurements, and education and the Nation.

HEITZOG, WALTER SCOTT. *State maintenance for teachers in training.* Baltimore, Warwick & York, Inc., 1921. 144 p. tables, diags. 12°.

With reference to the problem of an adequate supply of trained teachers for the public schools, this study examines the subject of State encouragement of prospective teachers. It surveys the conditions which may justify additional aid for prospective teachers, and describes plans for recruiting the profession through financial assistance which are now in operation in the United States and in various foreign countries. Methods of recruiting other professions and occupations through financial assistance are also presented for comparison with teaching, and the advantages and disadvantages of subsidies for teacher training are discussed.

HIGH SCHOOL TEACHERS' ASSOCIATION OF NEW YORK CITY. *The high schools of New York city; a handbook of procedure and personnel.* Clyde R. Jeffords and Claude F. Walker, editors. New York, 1921. 223 p. 8°.

This book is a general manual of the public high schools of the greatest city of the country, giving a rather full account of their origin and development, their curriculum, the present trend of high-school teaching, and professional status and compensation of high-school teachers. It includes also a directory of the schools and their teachers.

PITTMAN, MARVIN SUMMERS, and PRYOR, HUGH CLARK. *A guide to the teaching of spelling.* New York, The Macmillan company, 1921. xi, 141 p. 12°.

This manual summarizes and interprets, in plain language, current literature on the teaching of spelling and the results of recent experiments in the subject. It discusses the fundamental psychological principles involved in the teaching of spelling, reviews the best methods, and considers various types of spelling textbooks now in use, and various special lists of words.

PLYE, WILLIAM HENRY. *The psychology of learning; an advance text in educational psychology.* Baltimore, Warwick & York, Inc., 1921. 308 p. graphs, tables. 12°.

Bibliography: p. 294-303.

This treatise undertakes to state everything that is known about the learning process. After examining the results of all experimental work throwing any light on the nature of learning, the author endeavors to give the present impartial verdict of educational psychology. He recommends the experimental method for teaching the subject.

SMITH, E. EHRLICH. *Teaching geography by problems.* Garden City, N. Y., and Toronto, Doubleday, Page & company, 1921. xix, 306 p. front., plates. 12°.

Presents the modern principles involved in teaching geography by problems and projects and concrete examples of teaching the subject according to these principles. The volume also gives lists of reference books and other helpful material which in teaching geography by the project method are required to supplement the school text.

STOUT, JOHN ELMERT. *The development of high-school curricula in the north central States from 1860 to 1918.* Chicago, Ill., The University of Chicago [1921] xi, 322 p. tables. 8°. (Supplementary educational monographs, pub. in conjunction with the School review and the Elementary school journal, vol. iii, no. 3, whole no. 15.)

Bibliography: p. 292-316.

This study is based upon an examination of original source material in published courses of study and textbooks, and takes up the subject, first, as regards development in subjects and in curricula organization, and second, as regards conditions and changes in subject-matter. The summary at the conclusion outlines the changes in the curricula which have taken place since 1860, but recognizes that the course of development seems not yet complete. The writer expects the movement to extend the scope of secondary education and to make it more vital, to continue until permanent readjustments shall have been made.

TAFT, LINWOOD. *The technique of pageantry.* New York, A. S. Barnes and company, 1921. viii, 168 p. front. 8°.

Regarding pageantry as the most appropriate medium of expression of a specific phase of community life, the author, who has had large experience in directing pageants, offers this volume as an aid to communities which may wish to celebrate anniversaries seeming to them memorable. Part I gives a general discussion of the technique of pageantry, and Part II contains specimen programs of several particular pageants.

VIRGINIA. EDUCATION COMMISSION. *Virginia public schools; a survey of a Southern state public school system. Part two—Educational tests.* Yonkers-on-Hudson, N. Y., World book company, 1921. xii, 235 p. graphs, tables. 12°. (Educational survey series.)

Starting with the principle that reading, writing, and arithmetic remain through all the changing conceptions of education the fundamental aims of instruction in the elementary school, the Division of tests of the Virginia school survey staff, under direction of Dr. M. E. Haggerty, has measured the work of the public schools of the State in these branches, and also in spelling. Tests of high-school composition and elementary algebra were also made in 25 representative high schools in various parts of Virginia. The results of these measurements by standard tests, as given in detail with tables and graphs in this volume, afford norms for some well-known tests in terms of typically Southern conditions. In addition, a basis for grouping elementary school pupils is discussed as a result of intelligence testing in the survey.

WATSON, FOSTER, ed. *The encyclopaedia and dictionary of education; a comprehensive, practical, and authoritative guide on all matters connected with education, including educational principles and practice, various types of teaching institutions, and educational systems throughout the world.* In

four volumes. Vol. 1-2. London, New York [etc.], Sir Isaac Pitman & sons, Ltd., 1921. 2 v. plates, illus. 4°.

The completion of the second volume of this new Encyclopaedia of education carries the work to the beginning of the letter M. More than 850 contributors, specialists in various lines of education, join in the preparation of the Encyclopaedia, which will be useful for consultation on subjects relating to British education, to which it is mainly devoted. Considerable attention, however, is given to the educational institutions and methods of other countries than Great Britain. Among the American contributors to the work are Profs. E. P. Cubberley, John Dewey, C. H. Judd, and Paul Monroe.

Recent Publications of Bureau of Education.

Education in homeopathic medicine during the biennium 1918-1920; by W. A. Dewey. Washington, 1921. 7 p. (Bulletin, 1921, no. 18.)

Advance sheets from the biennial survey of education in the United States, 1918-1920.

Education of the deaf; by Percival Hall. Washington, 1921. 16 p. (Bulletin, 1921, no. 14.)

Advance sheets from the biennial survey of education in the United States, 1918-1920.

Part-time education of various types. A report of the Commission on the reorganization of secondary education, appointed by the National education association. Washington, 1921. 22 p. (Bulletin, 1921, no. 5.)

This report presents various types of part-time education, including continuation classes, and indicates some of the administrative features desirable. One section is devoted to Educational and vocational guidance, with a discussion of the functions of a director of vocational guidance and of vocational counselors in the schools.

Special features in the education of the blind during the biennium 1918-1920; by Edward E. Allen. Washington, 1921. 14 p. (Bulletin, 1921, no. 16.)

Advance sheets from the biennial survey of education in the United States, 1918-1920.

Suggestions for the reorganization of the schools in Currituck County, North Carolina; by Katherine M. Cook. Washington, 1921. 31 p. Map, tables. (Bulletin, 1921, no. 24.)

A study of conditions of the public-school system of a rural county in North Carolina, with suggestions for its improvement.

The visiting teacher; by Sophia C. Gleim. Washington, 1921. 23 p. (Bulletin, 1921, no. 10.)

Visiting teacher and home and school bibliography: p 18-23.

Summarizes the method of establishing closer relations between the home and school followed by various States and cities in providing for visiting teachers.

MANY CURED OF SPEECH DEFECTS.

Speech-correction classes are successful in Omaha, Nebr. Attendance at these classes is not compulsory, but nevertheless 202 pupils with various defects enrolled during the past year, and many of them were cured. Seventeen classes were formed, meeting in the schools and at the headquarters of the board of education. In these classes were 27 children who stuttered, and 129 with phonetic defects. Some children had from 6 to 10 such defects.

Of the phonetic-defect cases, 49 were cured, 13 improved 75 per cent, and 33 improved 50 per cent. Of the 34 remaining cases, 6 dropped out of the class, 6 moved away, and the other 22 improved from 10 to 25 per cent.

Keeping account of improvement in the speech of stutterers was more difficult, but the final report was based on many sources. Reports from class teacher, principal, parents, classmates, speech instructor, and the child himself, were considered in estimating the degree of improvement. Upon the basis of these reports, 27 children who had stuttered were adjudged cured, 16 were found to have improved 75 per cent, and 16 improved 50 per cent. Some of the remaining 14 children did not get the home cooperation so much needed in this work, and some left the class, so that they showed only from 10 to 25 per cent improvement. The average cost for each case was \$7.23.

NEED PHYSICAL AND MENTAL DEVELOPMENT.

An annual physical test for young men was recently recommended by Gen. John J. Pershing, addressing the encampment of the Military Order of the World War. Universal military training would be the greatest help in improving the physical condition of the youth of the country, according to Gen. Pershing, but such training seems impossible. However, he said, at least 100,000 men should be trained each year.

Not only better physical development, but better mental education is needed by American youth, continued the general. It should be made the obligation of every citizen, particularly those who saw service in the Army and Navy and know the requirements of those services, to see that the accomplishment of the education provided for in the laws of almost every State is enforced. The large number of slackers in the World War, he declared, was a result of the high percentage of illiteracy. Few illiterates understand their obligations to the country.

Geography is increasing in interest for University of Wisconsin summer session students. Fifty per cent more men and women studied geography there this year than at any summer session in the past.

MORAL EDUCATION CONFERENCE AT GENEVA.

Methods of History Said to Need Humaner Direction With Emphasis on Achievements of Civilization.

The international motive, implying possibilities of promoting a spirit of world unity through universal methods of ethical teaching and vision, and the correlation of civic and nationalist ideals with the spirit of human brotherhood, was the leading topic of discussion at the International Moral Education Conference at Geneva, Switzerland, in September.

Under the presidency of Dr. Edouard Claparède between 30 and 40 delegates, representing Australia, China, Great Britain, France, Germany, Holland, Russia, Spain, Switzerland, and the United States, assembled at the Institut J. J. Rousseau.

New Method for Teaching History.

It was felt that methods of history teaching needed a new and humaner direction, with emphasis on the achievements of civilization in industry, science, art, and general social progress. With this finer temper in the treatment of each national history should be associated a larger outlook, created by at least an outline study of the story of humanity at large.

The motive of service as animating every section of education—in family, kindergarten, elementary schools, secondary schools, civics, science, art, literature, physical training, sexual ethic, and vocational efficiency—was also discussed. The discussion touched such more obviously practical aspects as junior Red Cross work and the moralization of science and aesthetic.

Permanent Bureau May Be Established.

The establishment of a permanent moral education bureau was proposed. Originally a library and research center had been proposed as an institution at The Hague, perhaps in the Palace of Peace. The creation of the League of Nations had suggested the possibility of forming a general educational library under the league's auspices or as a department of the labor office. On the one hand, the value of an independent library was recognized, especially in its relation to the profound and delicate issues of moral life and conduct. On the other hand, association with the league would imply less financial difficulty. A Dutch committee undertook to consider the problem.—*London Times Educational Supplement.*

STATE SCHOLARSHIPS FOR RURAL TEACHERS.

Many States Aid Normal Students and Require Them to Teach in Rural Schools.

By EDITH A. LATHROP.

Teacher-training scholarships are common in European countries. It is not unusual to stipulate that recipients of such scholarships shall agree to remain in the profession for a period of 10 years. Should a teacher wish to be released from teaching before the end of the term of years stipulated, arrangement is made whereby the teacher must return to the Government the unearned portion of the scholarship. The Foreign Division of the Bureau of Education recently received a copy of a certificate issued in Russia in 1903. One provision of that certificate is to the effect that since the teacher was educated at Government expense for a period of four years he is bound, for the benefits received from the Government's stipend, to serve in capacity of elementary public teacher for a period of four years or to pay to the seminary where he was educated to the account of the income of the Government 433 rubles.

So far the United States Government has not contributed funds for teacher-training scholarships. The Sterling-Towner bill, now pending in Congress, provides that a portion of the \$15,000,000 for the training of rural teachers shall be used as scholarships.

Scholarships Take Many Forms.

A number of the States are attempting to recruit and improve the rural teaching profession by means of scholarships. In some instances the scholarship means that the holder is entitled to tuition and matriculation only. In other cases it may mean a cash bonus in addition; again, it may refer to board or travel, or both.

In 1919 the Legislature of Illinois provided that honorably discharged veterans of the World War be awarded normal school and university scholarships, entitling the holders to not less than four years' residence in the above-mentioned institutions without tuition and matriculation charges. Nothing is said about entering the teaching profession.

The Maine summer training school for rural teachers, which has come to be known as a summer Plattsburg, is recruited on the scholarship basis. This plan provides that 100 teachers, selected by the State superintendent upon recom-

mendation of the superintendents of rural towns, are allowed all expenses of travel and board at a special summer school of instruction. These teachers must agree to return to the rural districts and serve as helping teachers. Upon satisfactory evidence of successful service 25 per cent is added to the annual salary.

Beneficiaries Must Teach Two Years.

In Maryland the cost of board, room, and laundry for normal-school students, living at the normal-school dormitories, is reduced to \$100 per year. Recipients of these \$100 subsistence scholarships must pledge themselves to teach two years.

For the purpose of aiding pupils in the State normal schools, the State board of education of Massachusetts may expend in semiannual payments a sum not exceeding \$4,000 a year.

In New Mexico two resident teachers from each county, selected by the county superintendent, are allowed \$300 each for board, books, tuition, and lodging for 10 or 12 months' training in either the normal schools or the normal university. The candidates must possess eighth-grade diplomas and be between 18 and 25 years of age. Transportation charges in excess of \$3 each is paid students in normal schools who enroll with a view to preparing to teach in the public schools of New Mexico.

The Rhode Island statutes provide that trustees of the normal school may pay to each pupil who shall reside within the State and attend the regular session of said school not exceeding \$40 for each quarter-year travel expense. Such payments in the aggregate shall not exceed over \$6,000 for any single year and shall be made to students in proportion to the distance they may reside from the normal school.

Scholarships Open to Country Children.

In South Carolina recipients of State scholarships attending the State University and the Winthrop Normal and Industrial College are expected to pursue normal courses. These scholarships are worth \$100 a year and exemption from tuition fees; they are awarded upon competitive examinations and a portion of them must be open to residents of rural communities.

In 1918 the assembly of Virginia provided one scholarship from each school division in the State—119 in all—for men students attending the University of Virginia. These scholarships entitle the holder to tuition, room rent, light, heat, and attendance. They are won upon competitive examination and are open

only to such candidates as can show that either they or their parents or guardians are unable to pay for the items enumerated. Each student who remains two years shall either teach or act as an administrative school officer for a period of two years. Undoubtedly some of these students teach for a time in the rural schools.

Those who favor teacher-training scholarships argue that since the Federal Government provides board and tuition and an annual stipend of \$800 for officers of the Army and Navy while in training, it is just as important to offer books, tuition, and board for the training of those who direct the education of the youth, whom these soldiers will defend. They further add that since teachers come from the working classes a system of scholarships will be an incentive for worthy young people to enter teaching. Those opposed to the system say that it is undemocratic, that favoritism will be used in the selection of scholarships, and that the charitable feature in it brands the children of the poor.

REGULAR CLASSES FOR SPEECH DEFECTIVES.

Pupils with speech defects attend a regular class which meets five times a week at the Richmond Hill High School, New York City. The once-a-week clinic or speech class after school is not enough to form permanent speech habits, according to the school authorities. Besides, daily contact between teacher and pupil is necessary for the teacher to study the causes of the particular trouble in each case and the effects of remedies. The fact that the work is considered part of the regular school course earning credit toward graduation gives it more value in the eyes of the pupils, and takes away the stigma attached to any kind of sub-normal class. The instructor aims not only to cure stuttering, lisping, etc., but to improve the quality of the pupils' speaking voices. For this she uses a tuning-fork and resonator. As the pupil finds his tone quality gradually improving, he gains confidence and security in speech, which in many cases means that half the battle has been won.

To promote the beautification of school grounds in North Carolina is the function of one of the bureaus of the University Extension Service of the University of North Carolina. The work of the bureau is carried on by visits of a field agent upon request, the preparation of specific plans, and by sending out bulletins.

